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ABSTRACT

In 1988 the Minnesota State Board of Vocational Technical Education commissioned the development of standards to give direction to the improvement of library media services. To assess the need according to these standards and to provide a road map for needed changes, a consultant was hired in 1989 to do an in-depth all-campus study of library media resources and services. Findings from the study were measured against the criteria in two published documents for state and federal library media standards. These findings focus on four areas of library media programs: (1) collection and instructional materials; (2) information services; (3) instructional technology equipment and services; and (4) support staff, facilities, and equipment. It was concluded that much work needs to be done to achieve equity of access and to meet the needs of the newly restructured technical college system, including information services, information literacy instruction, and the use of telecommunications for instructional delivery, and to bring library media services to a level that meets accreditation requirements. Recommendations include increasing the number of professional and clerical staff; reorganizing media services to integrate information resources and instructional technology; increasing annual funding; providing the services of a library media specialist to assist in the development and improvement of library services and to aid the colleges in preparing for accreditation; and formalizing library media planning for technology utilization and information access on a state, regional, and local level. (SD)

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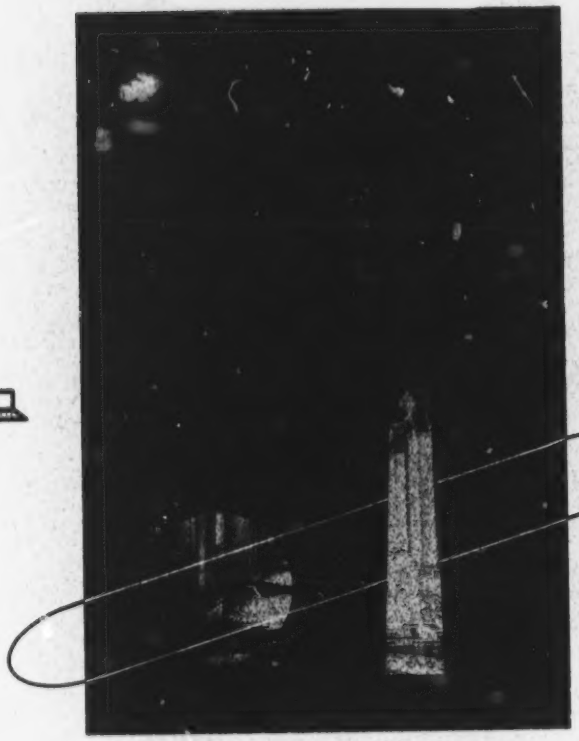

LIBRARY/MEDIA SURVEY AND REPORT

Minnesota Technical College System

IR053236

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MINNESOTA TECHNICAL COLLEGE SYSTEM

LIBRARY/MEDIA SERVICES

SURVEY AND REPORT

1989

Conducted by:

Deborah Brude
Media Services Coordinator
Anoka Technical College

We want to acknowledge the time and effort contributed to this project by Alice Smith for word processing and Bill Bruen, who managed the data and retrieval systems.

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October 31, 1989

Joseph P. Graba, Director
Board of Vocational Technical Education
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550 Cedar Street
St. Paul, MN 55101

Dear Joe:

Recently I had an opportunity to review the Minnesota Technical College System Library/Media Services Survey and Report, 1989. Congratulations to you and all of your staff on this outstanding report. With pleasure and enthusiasm, I endorse all ten recommendations in the report. The survey and report document a compelling need to strengthen and improve library/media services in Minnesota's Technical Colleges.

The survey and report have been undertaken as part of an impressive long range planning process. The process included development in 1988 of SBVTE standards, published as Guidelines for Library Media Services. Building upon this document, the 1989 survey and report identify major and significant changes underway in Technical Colleges which relate to library/media services, and measure the capacity of the colleges to provide library/media services to students and staff.

The methodology used in the survey is excellent, with both state guidelines and national standards used as bases of measurement. The result is a wealth of objective data, strongly supporting the recommendations made. The data also is a comprehensive resource to support planning for implementation at the system level and in each college.

Trained professional library/media personnel at each college are essential for successful library/media services. The recommendations provide sound rationale for having these staff members, including their importance in developing services on each campus, participating in regional and state library networks for enhanced information access, and achieving North Central accreditation.

Debbie Brude, who conducted the survey and prepared the report, is to be commended for the outstanding quality of her work. Library research specialists in our office were pleased to provide her with information and assistance.

Best wishes, Joe, as you move forward on implementation. Whenever anyone on our staff might be able to help in any way, please don't hesitate to call on us.

Sincerely,

BA

William G. Asp
Director

cc: Commissioner Randall
Adam Piskura
Debbie Brude

WGA/mm

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

A rapidly changing Minnesota postsecondary vocational education environment is placing a new set of demands on Technical College Library Media services that need to be met.

Four change factors contributing to these demands include:

1. the restructuring of the technical college curriculum.

2. the North Central accreditation process.

3. increasing demands for information literacy in the workplace.

4. the use of telecommunications technologies for alternative delivery of technical education.

Unfortunately, many technical college campuses are not equipped to adequately meet these needs. There is significant inequity in the delivery of library media services in the system, according to a 1987 State Board of Vocational Technical Education (SBVTE) survey (Linda Feist).

In 1988, the SBVTE commissioned the development of standards to give direction to the much needed development of Technical College library media services. To accurately assess the need according to these standards, and to provide a road map for needed changes, a consultant was hired in 1989 to do an in-depth all-campus study of library media resources and services. Findings from the study were measured against the criteria in two published documents for state and national library media standards.

Survey Findings

The findings summary examines these areas of Library Media service programs: 1) Collection of Instructional Materials; 2) Information Services; 3) Instructional Technology Equipment and Services; 4) Support Resources: Staff, Facilities, and Equipment. It also reports on the inequity of access in the system.

> *Delivery of service is assessed by levels. Level One constitutes start-up or beginning level service; Level Two shows movement beyond Level One; and Level Three is the equivalent of the minimum standard recommended by national professional library media organizations.*

1. **Collection of Instructional Materials.** A centralized collection and the resources needed to select, acquire, organize, and circulate that collection are now particularly important in the newly restructured Technical College system. **Unfortunately, twenty (59%) of the campuses do not achieve Level One for the various components of Collection Development.** Of the other fourteen, eight campuses meet Level One (24%) and six campuses meet Level Two (17%). No **campus meets Level Three, the minimum national standard for print resources.**

2. **Information Services.** A lack of professional library media specialists on technical college campuses is the reason for serious deficiencies in this area.

a. **Curriculum Materials Searching.** Library Media specialists search for and locate information that instructors need to update their curriculum, as well as instructional materials for student use. Half the campuses have no system for locating curriculum materials; sixteen campuses achieve a Level One or Two rating; one campus earns a Level Three.

b. **Reference and Access to Information Outside the Technical College.** Providing information service, using resources on or outside of the campus, requires professional staff. Twenty campuses (59%) do not meet Level One, since they lack professional staff, and therefore do not meet state library network participation criteria. The other fourteen campuses (some with only part-time professional staff) are almost equally divided between Level One or Level Two. Two achieve Level Three in Access to Information Outside the Technical College.

c. **Information Literacy Instruction.** In this age of rapidly changing information technologies, a successful Library Media program includes teaching students the necessary workplace skills of how to find, analyze, and use information. Twenty campuses (59%) do not meet Level One standards. The other fourteen are equally divided between Level One and Two.

3. **Instructional Technology Equipment and Services.** Compared to Information Services, higher levels of service for Instructional Technology have been achieved on the Technical College campuses, although development is still needed. Better access and more effective, efficient service occurs on campuses where these components are centralized in the Library/Media services area. Many campuses, however, decentralize this service.

a. **Audio Visual Equipment.** Acquiring, managing and providing sufficient AV equipment to staff and students is essential to the learning process. This area is a demonstrated strength across the Technical College system. All campuses have achieved the minimum state standard, with twenty-two (65%) at Level Two, and one (3%) at Level Three.

b. **AV Materials Production.** Good instruction requires audio visual materials that are produced in-house, such as video tapes, slides, transparencies, graphics and copying services. Nine campuses provide multi-camera full effects video production service for instructional and promotional service. Six campuses (18%) do not achieve Level One. Twenty-seven campuses are at Level One (41%), and Level Two (38%), with one campus at Level Three.

c. **Telecommunications.** Satellite teleconferencing and fiber optics interactive networks characterize new instructional technologies utilized in the Technical College system. Where there are library media staff on a campus, they are usually involved with these activities. All campuses show evidence of Telecommunications activities, with one campus approaching Level One, twenty campuses (59%) reaching Level One, and thirteen (38%) achieving Level Two.

d. **Operational Services.** Equipment maintenance, repair and inventory, on call classroom service, materials duplication and copyright records support the instructional technology services. Most campuses provide service using Library Media staff, classroom instructors, or District AV services. Seven campuses (21%) do not meet Level One. Eleven campuses achieve Level One, twelve rank Level Two, and four campuses earn Level Three.

4. **Support Resources: Staff, Facilities, and Budget.**

a. **Staff.** There is a shocking lack of professional library media specialists on Technical College campuses. Only five campuses (15%) have achieved Level One, which calls for full year employment. Six campuses (18%) have staff working 9-11 month contracts. Seven (20%) have part-time professionals (.2-.7 FTE), and sixteen (47%) have no professional at all.

Technical staff are ranked at Level One on three campuses (9%), Level Two on eight campuses (23%), and Level Three on two campuses (6%). There are no designated Library Media funded technical staff on twenty one campuses (62%).

Twenty campuses (59%) have no clerical staff at Level One. Ten campuses (29%) rank Level One, three campuses (9%) rank Level Two, and one campus (3%) earns Level Three in clerical support staffing.

These findings for all staff correlate with the failure to meet state and national standards in the areas of Collection Development, Information Services, and Instructional Technology service.

b. **Facilities.** Students in the restructured Technical College need a place where study space and instructional materials are available outside the classroom. Twenty-four campuses (70%) do not achieve even Level One standards for size of facility. Twenty campuses have bonding bills before the state legislature that include Library Media facility construction or remodeling.

c. **Budget.** Survey data indicated that campus Library Media expenditures are an extremely small percentage of the minimum amount recommended in national standards. Seventy-seven percent of the campuses spent less than $10/student FTE on instructional materials in FY'88. This correlates with the inadequate collections in the system.

Lack of Equity in Access

Technical College students do not have equal access to Library Media services. Continuous program (day) students attending two-thirds of the campuses and extension (evening) students attending three quarters of the campuses do not have access to full services. Students attending ancillary campuses receive minimal or no access.

It is often assumed that students attending a technical college paired with a community or other college will have their information needs met by the community or other college library. The survey data indicates that while community colleges are generally available to technical college students, their collections do not include materials that relate to the technical college curriculum, with some exceptions. There was no supportive evidence that Technical College students are actually using community or other college facilities.

Students attending campuses in the northern, the northeastern, and the southwestern parts of Minnesota are receiving considerably less library media services than provided on the campuses along the Interstate highway, in the metro area, and in southern Minnesota.

RECOMMENDATIONS

Much work needs to be done to achieve equity of access, to meet instructional needs of curriculum restructuring, information literacy and telecommunications delivery, and to bring Library Media services to a level that meets North Central accreditation requirements. To this end, the following recommendations are made.

1. Provide at least one full-time professional library media specialist with accompanying clerical support to meet minimum SBVTE Library Media guidelines on campuses where there is presently no professional staff.

2. Provide professional, clerical and technical staffing to bring service levels to meet national standards on campuses where Library Media services exist.

3. Organize campus Library Media services as fully integrated learning resource centers, including information resources and instructional technology under one umbrella.

4. Increase annual funding. Dedicate this funding for Library Media programs to strengthen collections and improve Library Media services on each campus of the Technical College system.

5. Seek special initiative funding to start Library Media services (collections, staff and equipment) on campuses where they do not exist.

6. Seek the approval of Technical College Library capital bonding bills that include construction of Library Media facilities.

7. Use national standards and the expertise of a professional library media specialist in designing new or remodeled Technical College Library Media facilities before submitting plans to the SBVTE for approval.

8. Provide a Library Media specialist at the SBVTE for the much needed development and improvement of new and existing Library Media services in the Technical College system, and to aid colleges in preparing for North Central accreditation.

9. Tie future SBVTE campus evaluations of Library Media services to the Guidelines for Library Media Services to monitor progress in providing levels of service approaching and achieving national standards.

10. Formalize Library Media planning for technology utilization and information access on a state, regional, and local level so that all Technical College students receive equal access to Library Media services.

INTRODUCTION

SECTION 1

INTRODUCTION

NEED FOR STUDY

A changing Minnesota vocational education environment demands that adequate Library Media services be delivered to Technical College students and staff.

Four change factors call for the delivery of these services. They include: 1) the restructuring of the Technical College curriculum, 2) meeting the national and regional requirements of accreditation standards for two year colleges, 3) the increasing demands for information literacy in the workplace, and 4) the advent of telecommunications and alternative delivery modes of instruction in the Technical College System. These needs are reiterated in a State Board of Vocational Technical Education Biennial Planning Report (September 1988).

A previous SBVTE study established that in 1987, library media resources and services in most technical institutes did not meet national standards (Linda Feist, 1987). At that time, only eleven of the thirty-four campuses provided facilities and a full service library media program staffed by 1/2 time or more library media professionals.

THE IMPORTANCE OF LIBRARY MEDIA SERVICES

1. Technical College Restructuring

The current Technical College curriculum restructuring project has created an increased need for developing and supporting ongoing library/media services. In the new credit based system, the requirement of doing work outside of class means students need better access to more instructional resources, space in which to use them, and a professional staff trained to collect and manage instructional resources, as well as provide information services and instruction.

2. Technical College Accreditation

As Technical Colleges seek North Central accreditation for their campuses, they need to demonstrate the presence of adequate library/media services, staffing, facilities and collections. The delivery of appropriate library/media services are mandated for accreditation. (See the North Central Association The Combined Data and Evaluation Form, Schedule 16 - Library and Instructional Media Resources, and Basic Institutional Data Forms, Data Form E - Library/Learning Resource Center.)

3. Information Age Workplace Requirements

The Technical College System mission statement asserts that vocational technical education will facilitate the development of a competent, technologically-modern, numerically-adequate work force in Minnesota.

Technical Colleges, in order to meet the competency requirements of the Information Age workplace, must prepare workers who can continue to learn. Implicit in this skill is the ability to know how to access, retrieve, manage and apply information to the challenges of their job tasks. The development of these **information literacy skills** can be facilitated by competent information/library/media specialists who work with instructional staff to build instruction in these skills into program curriculums, as well as provide information resources that support the development of these skills.

Also incumbent on the Technical Colleges are the requirements of a technologically-modern workforce. Students who know and have used computer data bases, library networks and up-to-date instructional/information technology found in updated library/media resource centers, will bring these skills to their employment.

4. Telecommunications

The Technical College System has been adjusting to business, industry and student needs by offering more flexible delivery of instruction, including part-time instruction and customized training. Telecommunications technologies, such as satellite downlinks and two-way interactive video via fiber optics/microwave transmissions, have lent themselves to this type of instruction.

In the delivery of telecommunications based instruction, technical and professional staff are needed to maintain technical operations and to train/coordinate instructional staff persons who will use the systems. A professional library/media specialist who has training encompassing not only information skills but the use and application of instructional technology can serve as telecommunications facilitator in conjunction with other technical institute staff. Library/media professionals can extend the use of telecommunications networks by including data and voice transmissions that relate to library/media activities, such as computer database library catalogs (PALS, Lumina, etc.), resource sharing, and sharing professional/technical expertise between campuses.

SBVTE Biennial Planning Report Findings (September 1988)

The importance of library media centers in the Technical College System delivery of quality instruction is emphasized in the Minnesota Technical Institute System Biennial Planning Report (September 1988) "Planning in the Midst of Change..". This report identified the need for increased library media services in the following contexts:

1. System Goal Development

   * Facilities... Improve facilities planning and restructuring of the physical facilities to meet the needs of diverse students, and accommodate new programs and curriculum; and develop a... plan... that includes 1) library media centers.

   * Access/Telecommunications... Improve accessibility of programs... by 2) utilizing technology to increase access 3) establishing a telecommunications "electronic" classroom/networking system...

2. Integrating System and Institute Planning... Institute Assumptions and Goals

   * Technical institutes will expand their library, media and student centers for the needs of additional part-time students and students engaged in a course-based delivery system

3. Composite Technical Institute Goals

   The major goals identified by technical institute staff (include):

   * Complete campus master planning to access current needs and clearly project future facility needs by (a) developing library media centers which support institute programs...

The report also identifies Library Access and Telecommunications as major need areas that warrant seeking special funding from the Legislature.

* Library Access. Technical institute libraries are generally below standards necessary for high quality postsecondary education experiences. Cooperative efforts between the systems could assist in providing additional information services, but improved collections of materials are needed as well as facilities.

* Telecommunications. Plans are well under way for development of the telecommunications network needed to provide distance learning alternatives. Additional support is needed to further operationalize the network.

To meet the demands of changes in the Technical College System, the State Board of Vocational Technical Education (SBVTE) commissioned the development and implementation of a survey to measure present levels of Library Media services in the Technical Colleges. The survey was a specific recommendation resulting from a strategic planning process for Library Media. Its purpose was to:

1. support the implementation of the restructuring of Library/Media services within the Technical College System;

2. provide local campuses with information that can be used in local planning processes; and

3. support future SBVTE legislative funding requests for Library Media.

METHODOLOGY OF SURVEY

Additional rationale for conducting a systemwide survey comes from a strategic planning process engaged in by Technical College Library Media personnel.

On April 21-22, 1988, the Library/Media Planning group set a number of goals that called for a survey of existing Library Media services in the Technical Institute System. These goals are:

1. Materials, Funding, and Alternative Sources

   Achieve funding...which provides consistent, adequate and equitable resources for library media services. Strategy 3B. Produce supporting materials for a system wide initiative for 1988-89.

2. Image/Marketing

   Gain support for library media services by enhancing the image and marketing the existing and future needs for library media services within the state and local systems. Strategy 2A. Reassess existing library media services by means of survey, self assessment and on-site visits. Strategy 2B. Link identification of future needs to standards development activities. Strategy #A. Disseminate results of assessment to directors, SBVTE, participants, student support personnel and others as appropriate.

3. Adequate Media Centers for Restructuring

   Meet the needs and demands for library media services in a restructured system. Strategy 2C. Redistribute and update survey of technical institute resources and services.

In September, 1988, a set of standards, Guidelines for Library Media Services was published by the Minnesota State Board of Vocational Education (SBVTE), as proposed by the Library Media Planning group held in the spring of 1988.

Subsequently, in 1988, a system-wide assessment of current levels of library media services was proposed by Adam D. Piskura, Supervisor of Library Media Services for the SBVTE. Deborah Brude, Media Services Coordinator at Anoka Technical College, was hired on an interagency agreement to develop and implement a survey of technical college library and media services based upon the standards in the 1988 document Guidelines for Library Media Services. The survey's findings are what follows in Section 2 of this document.

The survey design utilized the 17 major components of technical college library media service, identified in the Guidelines for Library Media Services. The design of the survey also includes elements of data identified in the IPEDS (Integrated Postsecondary Education Data System) - Libraries 1988 survey. (See Appendix C for the survey form.) Fiscal, collection size, circulation activity, and AV equipment data is from FY'88. All other data is from FY'89, unless otherwise indicated on the survey form.

A committee of practicing library/media specialists and directors from Minnesota Technical Colleges was formed in January 1989 to review survey design and to provide on-going assistance with the process. (See Appendix A.) In addition, staff members of an agency outside the Technical Institute System, the Minnesota Department of Education, Office of Library Development and Services, reviewed the survey design, recommended interview techniques and report writing procedures, and reviewed the final draft of the report to help insure a complete, objective survey and report.

On-site visits to the thirty-four technical college campuses included interviews with directors, library/media staff and other staff such as business managers, assistant directors and instructors. Survey forms were sent by mail in advance to allow time for gathering of data and information for Parts I-IX. The survey consultant conducted an on-site interview for survey Part X, an assessment of service levels. This was done so that interpretation and application of the Guidelines matrix information would be consistent from campus to campus.

Data not gathered during the on-site visits was solicited by phone. A survey database, created by using Paradox software, was necessary to manage and interpret the data collected. In addition to providing the basis for this survey report, this Library Media database will be maintained and updated by the State Board of Vocational Technical Education for continued planning and evaluation purposes.

Technical college directors were given the opportunity to review the data gathered and give additional input regarding the survey data for their individual campus.

A by-product of the survey is an updated directory of library/media and other designated staff on the thirty-four campuses of the Technical College System.

FINDINGS OF SURVEY

SECTION 2

FINDINGS OF SURVEY

PREFACE

This section examines how each Technical College campus meets criteria established for seventeen major components of technical college library media services. It also presents measures of accessibility to that service across the system. The criteria is drawn from state and national standards: the Guidelines for Library Media Services in Minnesota Technical Institutes (September 1988) adopted by the State Board of Vocational Technical Education (SBVTE), and Standards for Two-Year College Learning Resources Programs (DRAFT) (1989) by the Association for Educational Communications and Technology, and the Association of College and Research Libraries (AECT/ACRL). (See Appendix B for the Standards...DRAFT).

Findings - Part A: deals with individual components including staff, facilities, budget and aspects of service such as collection, reference, AV production, etc.

For each one of these components each technical college's library media service is rated by assigning a service level. Measuring this service level is based on and indicated in the criteria of the state standard. The service levels are:

Level 0 represents no service;
Level One is minimum start up service;
Level Two is expanded service beyond the minimum; and
Level Three represents the minimum standard of service recommended by national Library/Media professional organizations.

The level achieved by a campus for each component is determined by measuring factors comprising the components. For example, under collection development, we find fourteen factors, such as catalog, circulation, number of book titles, periodical titles, and other formats, etc. The level assigned to the component, whether it be 0, One, Two, or Three is the average of the levels rating given to each of the factors making up the component.

Therefore, in this report, the level assigned to the individual component, whether it be collection development, staff, or AV equipment is a general statement about that area. A campus receiving a Two rating in Collection Development could have received a range of ratings from 0 to Three for component factors such as catalog or collection size. See Part X tables for detail about the performance for a specific factor. Not all factors have equal value, and factors may have a greater or lesser importance depending on individual campus goals and objectives.

The findings report format first lists the individual component criteria (as defined by the Guidelines and the Standards...(DRAFT)), followed by individual campus level determinations for that component, and an analysis of the status of that component across all campuses.

Findings - Part B, C, and D: include analysis of data relating to a) systemwide technical college Library/Media service accessibility, b) Library/Media services to ancillary campuses, and c) technical college use of other library facilities.

Full data supporting the Findings is found in Appendix D. Each Findings part and component is keyed to the specific Appendix table being analyzed.

TECHNICAL COLLEGE DISTRICT

NUMBER KEY

001	Minneapolis Technical College
011	Anoka Technical College
022	Detroit Lakes Technical College
031	Bemidji Technical College
077	Mankato Technical College
152	Moorhead Technical College
181	Brainerd Technical College
206	Alexandria Technical College
241	Albert Lea Technical College
256	Red Wing Technical College
287N	Hennepin Technical College-North Campus
287S	Hennepin Technical College-South Campus
347	Willmar Technical College
423	Hutchinson Technical College
492	Austin Technical College
535	Rochester Technical College
564	Thief River Falls Technical College
578	Pine Technical College
595	East Grand Forks Technical College
625	St. Paul Technical College
656	Faribault Technical College
697	Eveleth Technical College
701	Hibbing Technical College
709	Duluth Technical College
742	St. Cloud Technical College
793	Staples Technical College
819	Wadena Technical College
861	Winona Technical College
900C	Southwestern Technical College-Canby Campus
900G	Southwestern Technical College-Granite Falls Campus
900J	Southwestern Technical College-Jackson Campus
900P	Southwestern Technical College-Pipestone Campus
916	Northeast Metro Technical College
917	Dakota County Technical College

A. LEVELS OF LIBRARY/MEDIA SERVICES

I. STAFF

SBVTE Guidelines... Criteria

Trained library/media staff must be provided to deliver services. The size of the staff needed will be dependent upon the size of the institute and the level of services provided.

The criteria for measuring levels of Staff (including Professional, Clerical and Technical) is as follows:

16) Staff (Library and Audio Visual)

	Level One	Level Two	Level Three
A) Professional staff	1	2	2-4
B) Clerical staff	1	3-5 (clerical and technical) for institutes of less than 1000 FTE	4-6 (clerical and technical) for institutes of less than 1000 FTE
C) Technical staff		4-6 (clerical and technical) for institutes of 1000-3000 FTE	5-10 (clerical and technical for institutes from 1000-3000 FTE

NOTE: Professional staff is defined as a degreed (M.A.) person holding a library/media license; technical staff is defined as a technician with at least some post-secondary training in audio visual production or a related area; clerical staff is defined as a person performing secretarial duties in a library/media program.

The staffing numbers listed are full-year equivalents. If for example, an institute had two 3/4 year clerical employees, that institute would have 1.5 clerical employees, not 2.

National ACRL/AECT Standards....(Draft) Criteria:

TABLE A. STAFFING REQUIREMENTS FOR SERVICES
(EXCLUDING THOSE IN APPENDIX C*)

FTE Students	Administrators Minimum & Excellent	Other Professionals Min.	Excel.	Technicians Min.	Excel.	Other Staff ** Min.	Excel.	Total Staff Min.	Excel.
Under 200	1	.5	2	1	2	1	2	3.5	7
200-1000	1	2	4	2	4	2	3	7	12
1000-3000	1	3	5	3	6	3	6	10	18

* Most will require 3 to 8 additional positions
** Secretaries, clerks, door attendants, lab aides, etc.

A. PROFESSIONAL STAFF

SUMMARY DATA

PROFESSIONAL LIBRARY MEDIA SPECIALISTS

1 FTE = 230 days .8 FTE = 185 Days

Level	FTE	No. of Technical College Campuses
0	0	16
	.1 - .79	7
	.8 - .99	6
One	1.0 - 1.9	5
Two	2.0 - 2.9	0
Three	3.0 - 3.9	0

Survey results from the table "Part I - Library/Media Staff - Fall 1988," Appendix D, yield this breakdown by level.

NOTE: Level 0 represents no service.
Level One is minimum start up service.
Level Two is expanded service beyond Level One.
Level Three is the minimum national standard.

FINDINGS:

* There is shocking lack of professional library media specialists on the technical college campuses.

* Sixteen campuses (47%) have no professional at all. Seven campuses (20%) have part-time professionals with an FTE between .1- 79.

* Six campuses (18%) have between .8 - .99 FTE, which indicates 9-11 month contracts. (Two technical colleges plan to add professional staff in FY'89 or '90.)

* Only five campuses (15%) have achieved Level One, which calls for at least full year employment (230 days). The actual range of FTE in this category is 1.0 FTE - 1.88 FTE.

* No campuses achieve a Level Two or Three.

NOTE: For a definition of the job responsibilities for professional staff, see Appendix E.

B. TECHNICAL STAFF

SUMMARY DATA

TECHNICAL STAFF

1 FTE = 230 Days .8 FTE = 185 Days

Level	FTE	No. of Technical College Campuses
0	0	21
One	.1 - .79	3
	.8 - .99	0
Two	1.0 - 2.9	8
Three	3.0 - 3.9	1
	4.0 - 4.9	1

NOTE: Level 0 represents no service.
Level One is minimum start up service.
Level Two is expanded service beyond Level One.
Level Three is the minimum national standard.

FINDINGS:

* There is an accompanying lack of library/media technical staff in the technical college system, with twenty-one campuses (62%) having no designated technical staff paid for with Library/Media funds. Twelve of these twenty-one have no professional library media specialist. Another two have only part-time professional staff.

  However, Library Media budgets may fund partial salaries of District AV coordinators or instructional staff who have AV or computer maintenance responsibilities. (See "Other Professional" and "Comments" column of the table "Part I - Library/Media Staff - Fall 1988" in the Appendix D.) In some schools, AV Production programs staff and students provide assistance.

* Three institutes (9%) utilize part-time staff.

* Higher achievement of the standard levels is evident in technical staff than in professional staff; eight technical colleges (23%) achieve Level Two, and two technical college campuses (6%) achieve Level Three.

  NOTE: For a definition of the job responsibilities for technical staff, see Appendix E.

C. CLERICAL STAFF

SUMMARY DATA

CLERICAL STAFF

1 FTE = 230 Days		.8 FTE = 185 Days
Level	FTE	No. of Technical College Campuses
0	0	13
	.1 - .79	7
	.8 - .99	0
One		10
Two		3
Three		1

NOTE: Level 0 represents no service.
Level One is minimum start up service.
Level Two is expanded service beyond Level One.
Level Three is the minimum national standard.

FINDINGS:

* Thirteen campuses (38%) have no clerical staff.

* Seven campuses (20%) have between .34 - .97 FTE clerical staffing.

* Ten campuses achieve Level One for clerical staff with three reaching Level Two.

* One institute earns Level Three status, with five Learning Resource Centers employing 9.1 FTE clerical staff

  NOTE: For a definition of the job responsibilities for clerical staff, see Appendix E.

STAFF - SUMMARY

The ratings assigned to campuses by categories of Staff are listed below:

Dist. No.	Prof. Staff Level	Clerical Staff Level	Technical Staff Level
001	1	.4	1
011	1	1	1
022	.8	0	0
031	0	1	0
077	.8	1	1
152	0	.3	0
181	0	1	1
206	.9	1	0
241	0	0	.5
256	1	1	0
287N	.4	2	3
287S	.4	2	3
347	.9	0	0
423	0	0	1
492	.2	0	0
535	.8	1	.7
564	0	0	0
578	0	0	.3
595	.7	.6	0
625	.2	2	2
656	1	.5	0
697	0	0	0
701	0	0	0
709	1	1	1
742	1	1	0
793	.5	0	0
819	0	0	0
861	0	0	0
900C	0	.6	0
900G	0	0	0
900J	0	.5	0
900P	0	.3	0
916	0	3	0
917	1	1	1

NOTE: Level assignments for Professional, Clerical and Technical staffing below 1.0 FTE are assigned a level that is the FTE equivalent.

For full data, see Appendix D, table "Part I - Library/Media Staff - Fall 1988."

II. FACILITIES

SBVTE Guidelines... Criteria:

Library/media facilities must be provided to facilitate the delivery of SBVTE Guidelines... services. The size of the facilities needed will be dependent upon the size of the institute and the level of services provided.

The criteria for measuring levels of facilities is:

15) Facilities (Library and Audio Visual Services)

	Level One	Level Two	Level Three
A) Total size # square feet	5,000-7,500 sq. ft.	7,500-15,000 sq. ft.	15,000-19,000 sq. ft.

Note: Further detail in this category will require additional study.

National ACRL/AECT Standards... (DRAFT) Criteria:

TABLE F. FACILITIES (ASF) FOR LEARNING RESOURCES (EXCLUDING CORRIDORS, STAIRS, REST ROOMS, ETC.)

FTE STUDENTS	LEVEL	STACK	STAFF	USER	PRODUCTION	STORAGE	TOTAL SPACE
Under 200	Basic	1800	820	1500	950	250	5320
	Excellent	2500	1380	2500	1500	500	8380
200-1000	Basic	2000	960	2750	950	250	6910
	Excellent	3000	1940	7075	2800	600	14415
1000-3000	Basic	2200	1240	5700	950	300	10390
	Excellent	4000	2200	9625	1800	600	18345

SUMMARY DATA - FACILITIES:

District Number	Facilities Level	District Number	Facilities Level	District Number	Facilities Level
001	0, 3**	347	0	742	1
011	1	423	0	793	0
022	0	492	0	819	0
031	0	535	2	861	0
077	1	564	0	900C	0
152	0	578	0	900G	0
181	0	595	0	900J	0
206	0	625	0	900P	0
241	1	656	0	916	2.5
287N	2	701	0	917	1
287S	1	709	0		

** 0 = AV Area, 3 = CC Library

For full survey data, see table "Part II - Library/Media Facilities," Appendix D.

Distribution of technical college campuses by level is:

Level	Facilities Square Feet	No. of Technical College Campuses
0	0	4
	100 - 999	6
	1000 - 1999	9
	2000 - 2999	3
	3000 - 3999	2
	4000 - 4999	0
One	5000 - 7500	6
Two	7500 - 15000	3
Three	15000 - 19000	1 [1]

[1] NOTE: One technical college uses the library of its paired community college in exchange for providing food service for the community college. This technical college provides professional and clerical staff, and funds for cataloging to the community college.

FINDINGS:

* Library Media facilities that include some student study space are found on all but eight campuses. However, on **twenty-four** campuses, the size of the existing Library/Media facilities does not come up to Level One standard of 5,000-7,500 square feet.

* Nine technical college campuses achieve Level One or Level Two for Library Media facilities. The technical college which contributes staff and funds to a community college library is using a facility which ranks Level Three.

* Many technical colleges (20) are currently proposing bonding bills that include library/media space as part of remodeling or new construction. Only two technical colleges indicated they did not plan to develop library services and therefore did not plan to add additional space.

NOTE: In reading the "Part II - Library/Media Facilities" table in Appendix D, please note that the TOTAL/SQUARE FEET column reflects the total of public service, AV equipment, stacks, office and work rooms, and AV production, which is commensurate with AECT/ACRL criteria. Additional activities require more space. Data for reprographics, teleconference and interactive video space is included in this table only if managed by library media staff, and is not included in TOTAL/SQUARE FEET.

III. BUDGET

SBVTE Guidelines ... Criteria:

17) Budget (Library and Media)

Level One	Level Two	Level Three
Sufficient to provide the staffing and services listed in Level One	Sufficient to provide the staffing and services listed in Level Two	Sufficient to provide the staffing and services listed in Level Three

National ACRL/AECT Standards... (DRAFT) Criteria:

TABLE B. LEARNING RESOURCES BUDGET AS PERCENT OF EDUCATIONAL AND GENERAL EXPENDITURES

SIZE	MINIMUM	EXCELLENT
ALL	5%	9%

TABLE C. DOLLAR EXPENDITURE PER FTE STUDENTS FOR LEARNING RESOURCES OTHER THAN SALARIES

FTE	MINIMUM	EXCELLENT
Under 200	211	450
200-1000	225	400
1000-3000	190	375

TOTAL LIBRARY/MEDIA COST PER STUDENT ADM

DISTRICT NR	TOTAL 88 ADM	TOT_S/B/INST	MATSUPTOT	EQUIPTOTEXP	TOT_S/B/INST + MATSUPTOT / TOTAL 88 ADM
001	2172	140,287	19,456	42,915	93.30
011	1667	168,384	22,094	31,449	133.13
022	830	30,990	21,740	5,467	70.12
031	881	18,221	9,618	32,280	68.24
077	1615	49,019	23,007	9,800	50.67
152	1111	10,205	2,968	17,686	27.78
181	933	47,468	12,953	33,170	100.31
206	1857	67,918	22,849	21,810	60.62
241	758	12,289	4,176	11,456	36.84
256	499	46,853	11,000	28,400	172.85
287	4425	438,965	14,830	71,023	127.04
347	1705	44,349	6,068	20,263	41.45
423	732	95,200	7,233	4,673	146.32
492	961	122,215	2,700	5,000	135.19
535	1031	77,046	6,219	17,909	98.13
564	896	14,557	12,351	12,731	44.24
578	398	9,989	4,202	9,857	60.42
595	625	38,413	15,018	29,335	132.43
625	3167	78,617	28,964	43,789	47.80
656	546	59,480	12,731	8,897	148.55
697	429	483	15,318	2,263	42.11
701	696	0	9,646	6,853	23.71
709	1335	114,032	44,667	34,331	144.59
742	1711	113,040	64,000	51,929	133.82
793	982	10,942	6,476	17,454	35.51
819	754	18,966	19,548	12,053	67.06
861	592	507	3,103	8,970	21.25
900	2577	38,326	6,410	26,330	27.57
916	2159	212,293	9,212	77,381	138.44
917	2051	131,183	23,250	95,849	122.03

MATERIALS EXPENDITURE PER STUDENT ADM

DISTRICT NR	TOTAL 88 ADM	TOTMATEXP	TOTMATEXP / TOTAL 88 ADM
001	2172	5,350	2.46
011	1667	11,427	6.85
022	830	17,454	21.03
031	881	2,318	2.63
077	1615	21,040	13.03
152	1111	0	0.00
181	933	0	0.00
206	1857	14,671	7.90
241	758	0	0.00
256	499	4,600	9.22
287	4425	7,890	.52
347	1705	2,860	1.68
423	732	1,368	1.87
492	961	2,000	2.08
535	1031	3,896	3.78
564	896	0	0.00
578	398	0	0.00
595	625	12,520	20.03
625	3167	14,006	4.42
656	546	9,244	16.93
697	429	7,903	18.42
701	696	2,411	3.46
709	1335	4,857	3.64
742	1711	36,000	21.04
793	982	2,671	2.72
819	754	9,466	12.55
861	592	0	0.00
900	2577	6,302	.41
916	2159	3,520	1.63
917	2051	8,224	4.01

FINDINGS:

Campus staff provided a detailed breakdown of how funds for Staff, Supplies (including Materials), and Equipment were spent using the SBVTE financial statistics for Library/Media Actual Expenditures FY'88" as a point of reference. See table "Part IV - Library/Media Operating Expenditures - FY'88" in Appendix D for full data.

While the Minnesota Guidelines recommend funding based on what is necessary to deliver services, it is helpful to know where the technical college Library/Media operations rank in terms of national standards. The accompanying table "Total Library Media Cost Per Student ADM" gives district detail.

The distribution of costs reflected here is:

$$/Student ADM	No. of Technical College Campuses
$ 20 - 50	10
50 - 100	8
100 - 150	10
150 - 180	1
185 up	0

NOTE: ADM means Average Daily Membership, and is equated to one FTE (full-time equivalent).

* The range of total Library/Media cost per student ADM is $21.25 to $172.85. The cost/student ADM varies depending on the level and number of services being provided and the number of students being served.

* Actual Expenditures FY'88, which include salaries, fall significantly under the minimum amounts recommended in the national standard. These amounts are $225/student FTE (without salaries) in schools of 200-1,000 students and $190/student FTE (without salaries) in schools of 1,000-3,000 students.

  To achieve excellent service, national standards recommend expenditures of $400/student FTE (without salaries) in schools of 200-1,000 students and $375/student FTE (without salaries) in schools of 1,000-3,000 students.

Range of Materials Expenditures Per Student FTE

Another way to examine how technical college campuses compare to the national Standards...(Draft) is to look at how much money is spent per student ADM on instructional materials for use in a centralized collection. This figure does not include salaries and would come closer to the criteria that the Standards...(Draft) have outlined for the $225/student FTE and $190/student FTE amounts mentioned previously.

Technical college campuses reported total material expenditures for FY'88, as shown in accompanying table "Materials Expenditures Per Student FTE."

The range of expenditures on instructional materials per student FTE is zero to $21.04.

* Six institutes (20%) spent nothing on materials from the Library Media funds.

* Twelve institutes (40%) spent between $.41 to $4/student ADM for materials from Library Media funds.

* Five institutes (17%) spent between $4-10/student ADM for materials from Library Media funds.

* Seven institutes (23%) spent between $12-21/student ADM for materials from Library Media funds.

* It is obvious that budget expenditures in this area are woefully inadequate, registering as just a fraction of the national standard recommendations, across the entire system. See Findings IV - COLLECTION DEVELOPMENT for a further discussion on the inadequacy of the size of the system's existing collections.

FURTHER CONSIDERATIONS FOR INTERPRETING BUDGET FINDINGS

In examining the detail of the three broad categories of expenditures reflected in "Part IV - Library/Media Operating Expenditures - FY'88" (see Appendix D), a question arises as to the accuracy of reporting that a campus spends "X" dollars per student ADM if Library Media staff funds are being expended on personnel that do not have responsibility for delivery of library media services, as is the case on two campuses.

The Supplies (including materials) cost/student ADM does not give the true picture for the six campuses which have not achieved a centralized library collection, and which are expending more dollars on school wide duplication than on materials.

Similarly, in the Equipment category, spending at least two thirds of the equipment dollars on copier lease and maintenance (as is the case on nine campuses) does not properly reflect how equipment needs are being met.

IV. COLLECTION DEVELOPMENT

SBVTE Guidelines... Criteria:

A **collection of materials** (books, periodicals, audio visuals, microcomputer software, etc.) should be established and maintained. As a part of this function, a system for circulating these materials should be established. A catalog should be established and maintained to provide access to the materials and information within the collection. These materials should be maintained and repaired as needed. The collection should continuously be expanded to keep it updated and to continue to meet the needs of the users.

The criteria for measuring levels of Collection Development is as follows:

1) Collection Development

	Level One	Level Two	Level Three
A) Catalog	Use standard catalog system (LC or Dewey)	Same as Level One	Same as Level One
B) Catalog format	Use MARC formats	Same as Level One	Same as Level One
C) Circulation	Circulation system allows check out of appropriate materials	Same as Level One	Computerized check out system integrated into a computer catalog
D) Acess to the collection	Access by title, author and subject	Same as Level One plus provide bibliographies, where appropriate	Computer catalog with access by any word in the bibliographic record
E) Access to the periodicals	Back issues stored; provide indexes appropriate to the subjects taught	Same as Level One	Provide Level One plus access to journal citations/articles by computer data base; provide an automated check in system
F) Number of book volumes	5,000 - 10,000	10,000 - 20,000	20,000 - 50,000
G) Number of film/video tapes	125 - 350	125 - 350	125 - 350

H) Number of other AV materials	150 - 500	500 - 1,350	1,350 - 3,200
I) Number of periodical titles in library	50 - 150	150 - 300	300 - 500
J) Number of microcomputer software programs	As needed	As needed	As needed
K) Other materials: microfilm, vertical file, etc.	As needed	As needed	As needed
L) Annual acquisitions (added to the collection)	As needed (more than 5%)	As needed (more than 5%)	5% of the collection, not counting lost item replacement and materials to support new program curricula

NOTE: Unless there is compelling reason to do otherwise, a system of centralized ordering of all periodicals should be established.

Unless there is a compelling reason to do otherwise, there should be a centralized ordering system established for purchase of all books, audio visuals, and microcomputer software intended for general student use and all these materials should be included in a central catalog.

National ACRL/AECT Standards... (DRAFT) Criteria:

TABLE E. SIZE OF COLLECTION
MINIMUM COLLECTION

FTE Students	Print Items[1]	Serial Subs	Video & Film	Other Items[2]	Total Collection
Under 200	20,000	200	30	1,200	21,430
200-1000	30,000	230	45	1,500	31,775
1000-3000	40,000	300	125	2,100	42,525
3000-5000	60,000	500	400	3,000	63,900

[1] Print items include bound periodicals and microforms measured as described in the text. This collection assumes regular removal and replacement of obsolete, worn out, and irrelevant materials.

[2] Includes audio visual and nonbook materials other than video tapes and motion picture films, including computer software.

EXCELLENT COLLECTION

FTE Students	Print Items[1]	Serial Subs	Video & Film	Other Items[2]	Total Collection
Under 200	30,000	350	125	3,000	33,475
200-1000	45,000	400	140	3,600	49,140
1000-3000	60,000	600	400	4,800	65,800
3000-5000	85,000	800	750	6,600	93,150

NOTE: The figures reflect Bibliographic Unit Equivalents (BUE) which generally means a physical (or catalogued) volume or item. (For further detail see complete Standards... (DRAFT) in Appendix B.)

SUMMARY DATA:

In applying the Minnesota Technical Institute Guidelines by assigning levels to collection development activities A-N, the average of the subcategories yields the following, by district:

District Number	Collection Development Level	District Number	Collection Development Level
001	2(2*)	578	0
011	2.3	595	1.8
022	2	625	1
031	0	656	1.3
077	1.6	697	0
152	0	701	0
181	0	709	0
206	2	742	2.5
241	0	793	0
256	1.2	819	0
287N	1.75	861	0
287S	1.6	900C	0
347	.5	900G	.5
423	0	900J	0
492	.4	900P	.3
535	2.2	916	.8
564	0	917	1.2

(For a detailed account of campus level ratings for Parts A-N within Collection Development, see Appendix D, table "Part X - Library/Media Service Levels, Collection Development 1A-1N.")

Survey results yield the following breakdown by level for Collection Development:

Level	No. of Technical College Campuses
0	15
.3 - .8	5
One	8
Two	6
Three	0

FINDINGS:

* Fifteen (44%) are at Level 0, which means they have no centralized collection, or that they have not achieved the size of a minimum start up collection.

* Five (15%) are making efforts approaching Level One, the minimum start up collection level.

* Fourteen campuses (41%) have achieved Level One or Two, which means they have a centralized collection, a catalog, and a circulation system.

* No campus has achieved Level Three in all Collection Development areas. This level includes an automated catalog, automated serials check-in and database searching for journal articles, plus annual acquisitions of 5% or more (excluding replacements).

Size of Collections

Technical college campuses furnished detailed information regarding size and format of materials collection. (See "Part V - Library Collection FY'88" for individual campus detail in Appendix D.)

* The range of the size of centralized collections in the technical institute system is from 240 - 19,591 titles. If measured by volumes (multiple copies of a title), the range increases to 240 - 26,979.

NOTE: Centralized collections are those materials housed in a Library/Media Center (not in classroom areas), accessible and available to all students and staff.

Distribution of Collections

The Library/Media centralized collections are distributed among the campuses as follows:

* Fifteen campuses (44%) have no centralized collections.

* Five campuses (15%) have recently begun centralized collections, with total number of titles ranging from 240 - 1,871.

* Three new library media centers (9%) have collections ranging from 2,515 to 3,390 titles.

* Eleven campuses (32%) have long-established collections ranging from 3,671 to 19,591 titles.

NOTE: Instructional materials purchased by and housed in program areas are not included in these figures, unless they are catalogued and circulated by the Library Media Center, as is the case for one institute.

Adequacy of Collections

In measuring adequacy of campus collections as judged by the Standards for Postsecondary Learning Resources Programs (DRAFT), the data indicates the following:

* No campus achieves the Minimum national standard requirements for Print Materials.

* Two campuses (6%) achieve the Minimum national standard requirements for Serials (periodicals).

* Seven campuses (20%) achieve the Minimum national standard requirements for Film and Video; seven campuses (20%) achieve the Excellent level.

V. SELECTION AND ACQUISITIONS

SBVTE Guidelines... Criteria:

A system for selecting materials to be added to the collection should be developed and maintained. This would require developing a written selection policy, which might include criteria for selecting materials, criteria for weeding (removing) materials from the collection and procedures for handling challenges to materials in the collection, establishing a "consideration file," etc.

A procedure for acquiring materials which have been selected should be developed and implemented. Accurate records (purchase orders, order slips, accession files, etc.) must be maintained to manage this system.

The levels of measuring selection of materials are:

2) Selection of Materials

	Level One	Level Two	Level Three
A) Selection policy	Written selection policy plus policy on weeding and response to "challenged" books.	Same as Level One	Same as Level Two
B) Quantity of selection sources	Purchases and update print, audio visual, periodical, microcomputer software, and rental sources plus some reviewing sources.	Same as Level One plus maintain a file of publisher/ producer catalogs.	Same as Level Two plus provide access to selection tools via computer data base.
C) Selection procedure	Media professional builds a core collection from standard catalog, basic selection sources and requests from instructors; finds titles, publisher descriptions, reviews, etc., and sends them to instructors for evaluation/ possible purchase.	Level One plus media professional maintains contact with instructors to solicit need for materials.	Level Two plus media professional serves on curriculum planning committees where appropriate to solicit need for materials which could be provided by new materials acquisitions.

The levels of measuring Acquisition of Materials are:

3) Acquisition of Materials

	Level One	Level Two	Level Three
A) Records management	Purchase order file and orders file maintained and updated.	Same as Level One	Acquisition system is computerized and integrated into computer catalog.
B) Accession numbers	Accession file is maintained; new materials numbered.	Same as Level One	Same as Level One, except accession file could be computerized.
C) Purchase policy	Develop and maintain purchase policy; apply it to all purchases.	Same as Level One	Same as Level One

NOTE: Purchase policy must specify which instructional materials are purchased by instructional departments and which are purchased by the library, procedures for centralized ordering, policy on duplication of titles, etc.

SUMMARY DATA:

By averaging the ratings assigned to the subheadings for both selection and acquisition of materials, we find the following results by campus:

Dist. No.	Selection of Materials Level	Acquisition Level	Dist. No.	Selection of Materials Level	Acquisition Level
001	.5	2	578	0	0
011	2	2.3	595	2	2
022	2	2	625	1	2
031	0	0	656	2.3	1
077	2	2	697	0	0
152	0	0	701	0	0
181	0	0	709	0	0
206	1	2	742	2	2.3
241	0	0	793	1	.7
256	1	1	819	0	0
287N	0	2.4	861	0	0
287S	1	3	900C	0	0
347	1	2	900G	0	.3
423	0	0	900J	0	0
492	1	2	900P	.2	.3
535	1.7	1.7	916	.7	1.7
564	0	0	917	2	2

The distribution of technical college campuses by level is:

Level	Selection No. of Technical College Campuses	Acquisition No. of Technical College Campuses
0	16	14
.2 - .7	3	3
1.0 - 1.9	8	4
2.0 - 2.9	7	12
3.0 -	0	1

FINDINGS:

* Sixteen campuses (47%) are at Level 0 in Selection. This means that there is no selection policy, no selection sources and no selection procedures, including communicating with instructional staff.

* Three campuses (9%) have begun to provide some selection service, although they have not yet achieved the minimum start up Level One.

* Fifteen campuses (44%) have achieved a Level One or Two rating, which means they are providing start-up service or more.

* No campus has achieved Level Three, which includes active participation on curriculum planning committees to determine needs for instructional materials.

* Fourteen campuses (41%) are at Level 0 in Acquisitions. There is no central instructional materials ordering records or purchase policy.

* Three campuses (9%) have begun to provide acquisition services but have not achieved start up level.

* Sixteen campuses (47%) are providing acquisition service at Levels One, Two or Three. For the most part, however, selection policies specific to the technical college are not in place. Most technical colleges are using their district's K-12 selection policy.

NOTE: For further detail on individual campus rankings and footnotes, see Appendix D, tables "Part X - Library/Media Service Levels," Selection of Materials, 2A-2C; Acquisition of Materials, 3A-3C."

VI. REFERENCE AND ACCESS TO INFORMATION OUTSIDE THE TECHNICAL COLLEGES

SBVTE Guidelines... Criteria:

A means of **providing reference (information) services** should be implemented. Users are not always able to locate needed information even when the information is available in the library/media center. The ability to provide this service will be dependent upon the size, breadth and depth of the collection and the access to resources outside the technical college.

A **system for providing access to information outside the technical institute** should be established. No institute can expect to have all the information it needs within its four walls. Interlibrary loan, participation in information networking, and subscribing to data base services can provide this access.

The criteria for measuring levels of Reference and Information Access is:

4) Reference

	Level One	Level Two	Level Three
A) Availability of reference service	Reference service provided by media professional to answer student, instructor and administrative information and research needs.	Same as Level Two	Same as Level One
B) Scope of search	If answer cannot be found in a reasonable length, of time, refer patron to other agency or resource.	If answer cannot be found in a reasonable length of time, search other library collections for patron and/or refer them to other agency.	Level Two plus outside vendor data base searching.
C) Size of reference collection	200 - 500	500 - 1,000	1,000 or more

5) Access to Information Outside the Technical College

	Level One	Level Two	Level Three
A) Interlibrary loan	Provide access to one interlibrary loan source	Provide access to more than one interlibrary loan source	Same as Level Two

5) Access to Information Outside the Technical College

	Level One	Level Two	Level Three
B) Data base searching	As time and budget permit	Same as Level One	Provide on-site access to at least one commercial data base
C) Network cooperation	Participate in networks where feasible	Participate in all appropriate networks	Same as Level Two

SUMMARY DATA:

Dist. No.	Reference Level	Access to Information Level	Dist. No.	Reference Level	Access to Information Level
001	2	1.3	578	0	0
011	2	3	595	1.7	1.3
022	2	2	625	.6	.7
031	0	0	656	2	3
077	2	1	697	0	0
152	0	0	701	0	0
181	0	0	709	0	.3
206	2	1	742	3	2.3
241	0	0	793	0	1
256	1	1	819	0	0
287N	1.4	0	861	0	0
287S	1.4	0	900C	0	0
347	.4	1	900G	0	0
423	0	0	900J	0	0
492	.7	2	900P	.3	0
535	1.7	2	916	0	.3
564	0	0	917	2	2.7

The distribution of technical college campuses by level is:

Level	Reference No. of Technical College Campuses	Access to Outside Information No. of Technical College Campuses
0	17	17
.3 - .7	4	3
1.0 - 1.9	5	7
2.0 - 2.9	7	5
3.0	1	2

FINDINGS:

* Seventeen campuses (50%) are at Level 0 in Reference. There is no reference collection and no professional staff to assist in finding information.

* Four campuses (12%) are making efforts but have not yet achieved Level One in Reference. Two campuses have only part-time professional staff. On one campus a part-time paraprofessional delivers reference. Reference collections have yet to be developed on two of these campuses.

* Thirteen campuses (38%) achieve a rating of Level One, Two or Three in Reference. Levels Two and Three include larger reference collections and outside vendor data base searching (i.e. Dialog, BRS).

* Seventeen campuses (50%) are at Level 0 in Access to Information Outside the Technical College. There is no interlibrary loan, no database searching, and no access to regional/state library network resources, even though these networks are in operation. With no professional staff, these campuses are prevented from direct participation in the MINITEX interlibrary loan service network.

* Three campuses (9%) are delivering some aspect of information access outside the technical college, but have not achieved start up Level One, due to minimal or no professional staffing.

* Fourteen campuses (41%) provide Level One, Two or Three service. Higher levels of service include access to more than one interlibrary loan source, participation in all appropriate networks such as MINITEX and regional multi-types, and provision of commercial database searching service.

NOTE: For a detailed account of reference activity by campus, see Appendix D, for table "Part VII Library/Media Loan Transactions."

For a detailed account of Access to Outside Information by Campuses including interlibrary loan transactions and network membership, see Appendix D, for table "Part VIII - Library Services per typical week, Fall 1988."

For detail level assignments for each subheading by campus, see Appendix D, for table "Part X - Library/Media Service Levels," Reference, 4A-4C; Access to Information Outside the Technical College, 5A-5C.

VII. CURRICULUM MATERIALS SEARCHING

SBVTE Guidelines... Criteria:

A **system for locating information and instructional materials** to support instructional and curricular development should be established. Instructors and other staff should be able to request that searches be made to locate new instructional materials, information, curriculum guides, etc. Resources such as directories, standard catalogs, indexes, producer catalog files, reviews and indexes to the reviews, etc., should be maintained in order to perform these searches.

The criteria for measuring levels of service on curriculum materials searching is:

6) Curriculum Materials Searching

	Level One	Level Two	Level Three
A) Media staff involvement with instruction	Media professional responds to requests made by instructors; offers seminars to instructors on how to find materials.	Level One plus media professional maintains contact with instructors to identify need for searches.	Media professional serves on curriculum planning committees where appropriate to identify searches needed.
B) Scope of searches	As time permits	Cursory searches for books, audio visuals, curriculum guides, software, periodicals, etc.	Same as Level Two except searches done in-depth
C) Size of resource collection for searching	See 2 B - Level One	See 2 B - Level Two	See 2 B - Level Three

SUMMARY DATA:

Dist. No.	Curriculum Materials Search Level	Dist. No.	Curriculum Materials Search Level
001	1	578	0
011	2.7	595	1.7
022	2	625	1
031	0	656	3
077	1	697	0
152	0	701	0
181	0	709	.3(1*)
206	1.4	742	2.3
241	0	793	1.3
256	1	819	0
287N	1	861	0
287S	1	900C	0
347	1	900G	0
423	0	900J	0
492	1.4	900P	.3
535	1.9	916	0
564	0	917	2.3

The distribution of campuses by level is:

Level	No. of Technical College Campuses
0	15
.3 - .9	2
1.0 - 1.9	12
2.0 - 2.9	4
3.0	1

FINDINGS:

- Fifteen campuses (44%) are at Level 0 in Curriculum Materials Searching. On these campuses, no professional staff in available to assist instructors in finding instructional materials or information needed to develop or revise curriculum.

- Two campuses (6%) have paraprofessional or other than library staff providing limited service that does not meet start up standards.

- Sixteen campuses (47%) have achieved Level One or Two activity. The higher level of service includes the professional library media specialist initiating and maintaining contact with instructors to determine their needs.

- One campus (3%) provides Level Three service. This includes professional library media staff serving on college curriculum planning committees.

NOTE: For detail level assignment for each subheading by campus, see Appendix D for table "Part X - Library/Media Service Levels," Curriculum Materials Searching, 6A-6C.

VIII. MEDIA CENTER ORIENTATION, DIRECT INSTRUCTION AND COMMUNICATIONS

SBVTE Guidelines... Criteria:

A **system for orienting students and staff** to the services, resources and procedures of the library/media center should be implemented. Formal presentation, guidebooks, or audio visual presentations could be used to do this.

A plan for **offering direct instruction and in-service training** to students and staff in such areas as information sources, information seeking skills, equipment operation, etc. should be implemented.

A means of **providing to staff and students information** such as new acquisitions lists, bibliographies, newsletters, and information on new materials, services and equipment should be established.

The criteria for measuring Orientation, Direct Instruction and Communications is listed below:

7) Orientation for Staff and Students

	Level One	Level Two	Level Three
A) Orientation for staff	Inform new staff of basic library/ media services; periodically update existing staff	Same as Level One	Same as Level One
B) Orientation for students (quick version)	Media professional introduces library to new students during the registration process	Same as Level One	Same as Level One
C) Orientation for students (complete orientation)	Media professional provides a complete orientation for new students.	Same as Level One	Same as Level One

8) Direct Instruction To Students and Staff

	Level One	Level Two	Level Three
A) Direct instruction (students)	When time permits	When requested by instructor	Offer instruction in all areas where relevant
B) In-Service instruction to staff	Offer in-service sessions where there is a demand.	Same as Level One	Same as Level Two

9) Communications

	Level One	Level Two	Level Three
A) Newsletters produced	As time permits	Where relevant	Publication produced every 4-6 weeks by media staff
B) Acquisition lists; bibli-ographies	As time permits	Where appropriate	Same as Level Two
C) Update staff on new topics	As time permits	Media staff recommends materials and methods, as needed	As part of regular produced newsletter
D) Provide outline of basic media services	Develop brochure, handbook, etc., of basic library/ media services	Same as Level One	Same as Level Two

SUMMARY DATA:

By averaging the levels assigned to the subheadings for each area, we find the following results by campus.

Dist. No.	Orientation Level	Direct Instruction Level	Communications Level
001	2	1	1
011	3	2.5	2.3
022	3	1.5	1
031	0	0	0
077	0	0	1
152	0	0	0
181	0	0	0
206	3	1.5	1.3
241	0	0	0
256	3	2	1
287N	1	0	1
287S	0	1	1
347	1	2	1
423	0	0	0
492	2	1	.3
535	3	1.5	2.25
564	0	0	0
578	0	0	0
595	2	2	3
625	.3	.5	.3
656	2	2	2
697	0	0	0
701	0	0	0
709	.3	1.5	1.25
742	1.7	2.5	2
793	0	0	0
819	0	0	0
861	0	0	0
900C	0	0	0
900G	0	0	0
900J	0	0	0
900P	.3	0	1
916	.3	0	0
917	3	2.5	2.8

The distribution of technical college campuses by level is:

Level	Orientation No. of Technical College Campuses	Direct Instruction No. of Technical College Campuses	Communications No. of Technical College Campuses
0	17	19	16
.3 - .9	4	1	2
1.0 - 1.9	3	7	10
2.0 - 2.9	4	7	5
3.0	6	0	1

FINDINGS:

- Seventeen campuses (50%) are at Level 0, with no Orientation activity, because there is no professional staff providing service.
- Four campuses (12%) provide limited orientation that does not achieve start up level service, usually because of part-time professional and paraprofessional staffing.
- Thirteen campuses (38%) at Level One, Two and Three see Orientation of new students and staff to library media services as important. Six achieve a Level Three, which means they provide formal orientation presentations during registration and after a new quarter begins. In these sessions, new students and staff learn about the services, resources and procedures of the Library Media Center.
- Nineteen campuses (56%) have no Direct Instruction activity, because they lack adequate professional staffing.
- One campus (3%) is providing instruction on a limited basis because professional staff is part-time.
- Fourteen campuses (41%) achieve Level One or Two for Direct Instruction. This means they teach both students and staff how to use the library media center, and provide staff with in-service sessions on instructional technology when time permits or when there is a demand.
- No campus achieves Level Three in Direct Instruction. No library media center is offering information instruction in all areas of the curriculum, because professional staffing do not have time to take on such a task. Direct instruction to students and staff can improve information literacy, but it is being provided on a limited basis.

- Sixteen campuses (47%) are at Level 0 in the area of Library Media Communications. They do not provide Library Media newsletters, bibliographies, acquisition lists, update staff on new topics or provide written information about campus library media services. All but one have no professional staff.

- Two campuses (6%) are making some efforts in this area, but do not achieve Level One because professional staff is part-time.

- Sixteen campuses (47%) achieve Level One, Two or Three in Communications. Lower level service is done on a "as time permits" basis, and includes production of bibliographies, acquisition lists and handbooks. The highest level of service calls for a regular newsletter.

NOTE: For detail regarding Orientation, Direct Instruction and Communications level assignments for each subheading by campus, see Appendix D, table "Part X - Library/Media Service Levels," Orientation, 7A-7C; Direction Instruction, 8A-8B; and Communications, 9A-9C.

IX. AV EQUIPMENT AND AV MATERIALS PRODUCTION

SBVTE Guidelines... Criteria:

A **plan for acquiring, managing, and providing to staff sufficient audio visual equipment** to meet their instructional needs should be implemented. This plan may involve circulating equipment from a central pool as well as assigning equipment to certain high use areas.

A plan for **producing audio visual materials** of consistent quality should be implemented. This plan may require specialized equipment and training.

The criteria for measuring levels of AV Equipment and AV Production is:

10) Audio Visual Equipment

	Level One	Level Two	Level Three
A) Loan AV equipment	Variety of AV equipment available for use in institution	Multiple sets of equipment as needed	Speciality equipment and basic equipment available
B) 16mm projectors	Part of loan equipment	One per building floor level	One per major program One per lecture hall
C) 8mm projectors	Phase out	Same as Level One	Same as Level One
D) Filmstrip	Phase out	Same as Level One	Same as Level One
E) Sound film strip	Loan equipment and one per major user	Same as Level One	Phase out in favor of full motion video, if possible
F) Slide	Loan equipment and one per major user	Same as Level One	Same as Level One
G) Sound slide	Loan equipment and one per major user	Same as Level One	Same as Level One
H) Reel tape	Phase out	Phase out except for professional audio production	Professional audio production only

10) Audio Visual Equipment

	Level One	Level Two	Level Three
I) Audio cassette tape recorder	One per user; usually one per teacher	As needed for individual classroom	As needed for individual classroom
J) Overhead projector	One per instructional classroom and lecture hall	Same as Level One	Same as Level One
K) Opaque projector	Loan equipment	Same as Level One	Loan equipment and one per high use classroom
L) Phonograph	Loan equipment	Same as Level One	Loan equipment and one per high use classroom
M) Microfilm	As needed	As needed	As needed
N) Video player/ recorder	As needed Loan equipment	One per cluster area	Loan equipment and one per high use classroom
O) Video camera	Camcorder - loan equipment	Camcorder - one per cluster area	One per high use classroom and one per cluster area
P) Video disk	As needed	As needed	As needed
Q) Interactive systems	As needed	As needed	As needed
R) Computer/ printer	Loan equipment and one system per major area	Additional systems as curriculum demands	Same as Level Two

11) Materials Production

	Level One	Level Two	Level Three
A) 16mm Film			
B) 8mm Film			
C) Filmstrip			
D) Sound film strip			
E) Slide	Automatic slide camera available for staff use	Training by media staff available in planning presentations	Photographer and media production staff available to produce and shoot presentations
F) Sound Slide	Camera and cassette recorder available for tape slide production	Training by media staff available in planning presentations	Media staff available to produce materials for sound slide
G) Reel Tape			Used only for high quality auido productions
H) Audio cassette tape	Cassette recorders available	Media staff available to train on use of audio recordings	Media staff available to produce quality audio recordings
I) Audio Tape duplication	Available to staff	Multiple high speed duplicating by media staff available	Media staff provide service to transfer audio from various sources
J) Video Tape production	Camcorder available for staff use	Video editing and special effects provided for staff available to staff	Multi-camera, full effects production service equipment and staff

11) Materials Production

	Level One	Level Two	Level Three
K) Video Tape duplication	When time permits	Media staff and dedicated equipment available	Multiple duplication station available with both 1/2" & 3/4". Requires media staff
L) Transparencies	Basic transparency equipment available for staff use	Media staff available to help in the production of quality visuals	Media staff operate microcomputer laser equipment for instructors
M) Opaque materials	Mounting of materials available	Mounting service available from media staff	Phase out use of opaque materials
N) Microfilm	As needed	As needed	As needed
O) Laminating	Services available to staff	Same as Level One	Same as Level One
P) Typing	Typewriters available for instructors use	Typist available for instructors use	Typist and desk top publishing staff available for instructor's use
Q) Paper Cutter/ Slicer	25" paper cutter available to staff	25" paper cutter and small electric paper slicer available to staff	Same as Level Two
R) Lettering/ Signmaking	Kroy or Merlin type lettering machine available	Media staff offer lettering services of both small and large type	Microcomputer/ laser printer service available to staff
S) Desk Top Publishing	As time and budget permits	Minimal services for signs, word processing and transparencies	Full services of Desk Top Publishing provided by media staff

11) Materials Production

	Level One	Level Two	Level Three
T) Clip Art	Materials available for staff to cut and paste documents	Services for paste ups and professional lay out of materials available	Computer laser printer service available to staff
U) Small Volume Print Duplication (Copier)	Small office copier available for instructor use	Medium size copier available for staff use, enlargement and reduction features	Staffed copier service. Same machine as Level Two with color
V) Large Volume Print Duplication (Xerox Type)	Medium size copier for staff use	Large volume copier for staff use	Large volume copier, two-sided copies, staple and collate automatically
W) Booklet Assembly	Stapling equipment for printed materials	Manual binding of materials done by media staff	Media staff provide binding of materials by electric systems
X) Padding	Padding equipment for making pads of forms.	Same as Level One	Same as Level One
Y) Test Scoring	As needed	One Automatic test scoring machine	Two Automatic test scoring machines if needed
Z) Drafting Table	As needed	As needed	As needed

SUMMARY DATA:

Dist. No.	AV Equipment Level	AV Remarks	Materials Production Level	Materials Remarks
001	2.1		2	(7*)
011	2.6	(1*)	2	(6*)
022	2	(2*)	.7	(6*)
031	2	(1*)	1.5	(3*)
077	1.4	(1*)	1.7	(7*)
152	2		1.3	(1,3*)
181	2.4		2	(1*)
206	2.3		2	(5*)
241	1.6	(1*)	1	(2*)
256	2.3	(1*)	1.2	
287N	2.3		2.5	(3*)
287S	2.3		2.5	(6*)
347	2		1	(4*)
423	1.4	(1*)	.9	(8*)
492	2	(1*)	2.2	(13*)
535	1.7	(1*)	1.6	
564	2	(3*)	1.5	(13*)
578	1	(1*)	.9	(5*)
595	2.4	(1*)	1.6	(8*)
625	2.3	(1*)	2.5	(7*)
656	2	(1*)	2	(5*)
697	1.4	(1*)	.9	(5*)
701	2.3	(1*)	1	(3*)
709	2.3		2.5	
742	2.3	(1*)	2.3	(2*)
793	2	(8*)	1	
819	1	(12*)	.9	(12*)
861	2.2	(2*)	2.0	(2*)
900C	1.6		1.2	(7*)
900G	1.5	(1*)	1.3	(14*)
900J	1.6		1	(1*)
900P	1.6	(1*)	.9	(10*)
916	2.5	(2*)	2	(17*)
917	3		3	(4*)

* Is defined as the number of services being provided by areas other than library media.

The distribution of technical college campuses by level is:

Level	AV Equipment No. of Technical College Campuses	AV Production No. of Technical College Campuses
0	0	0
.7 - .9	0	6
1.0 - 1.9	11	14
2.0 - 2.9	22	13
3.0	1	1

FINDINGS:

* In the area of providing necessary AV equipment, 100% of the campuses have achieved Level One, Two, or Three, with 65% at Level Two. This is a demonstrated area of strength across the system.

* It should be noted that 24 campuses buy the majority of their AV equipment with library media funds. Ten campuses either buy a majority or all of their AV equipment with program funds.

NOTE: For detail on quantity of AV equipment and a breakdown between AV purchases by Media Center and programs see Appendix D, table "Part VI - A, Audio Visual Equipment FY'88."

* In the area of production of AV materials, twenty-eight (82%) of the campuses have achieved Level One, Two, or Three, with these being almost equally divided between Level One and Two. Six campuses (18%) are approaching Level One.

* Many of the AV Production services, however, are not centralized in the Library/Media service area. The number within the parentheses in the Remarks column of the previous table indicates the number of decentralized services by campus. They range from 1-17 out of the 22 services listed.

NOTE: For detail regarding AV equipment and AV production level assignment for each subheading, by campus, including comments regarding location of decentralized services, see Appendix D, table "Part X - Library/Media Service Levels," AV Equipment, 10A-10R; AV Materials Production, 11A-11Z.

* Nine campuses (26%) provide a multi-camera, full effects video production service to staff. This service supports the promotional/marketing efforts of the colleges as well as delivery of instruction.

FURTHER CONSIDERATION OF AV MATERIALS PRODUCTION

In considering the levels assigned to Materials Production services on individual campuses, one must bear in mind that the number assigned represents an average of 26 factors, not all of which are equally weighted in value. For example, campuses may score relatively high in this area without offering any video production services. Some factors in the Guidelines for Library Media Services in Minnesota Technical Institutes, such as production of opaque materials and microfilm, and provision of drafting tables are in the process of being phased out and carry minimal value. Not providing them, however, may lower the level assigned when averaged. Consult pages table "Part X-B, Library/Media Service Levels, 10A-10R; 11A-11Z, for detail on specific factors for individual campuses.

In considering the levels assigned to AV Production, one must also take into account that material production in most campuses is highly decentralized. There may be some question as to the availability of that service if it is attached to an instructional program. Decentralized production services provided by an instructional program may be only available to instructors and then only on a limited basis in order to fulfill instructional objectives of the program, not to meet a service need.

X. TELECOMMUNICATIONS

SBVTE Guidelines... Criteria:

A plan for **providing telecommunicatica services** should be established.

12) Telecommunications

	Level One	Level Two	Level Three
A) Downlink equipment	C & Ku Band dishes available for conferencing	Same as Level One plus large meeting with large screen projectors.	Same as Level Two and break out rooms
B) Uplink		Media staff operates as a liaison between uplink and downlink	Search out potential users of uplink conferencing
C) Conferencing	Offer conferences as requested	Belong to down link services and offer conferences from those services.	Target industries with needs that can be met by teleconferencing
D) Facsimile		Access to fax machine within media center or building to expedite technical college system communication	Same as Level Two
E) Electronic mail	Participate in state system	Join a "MIX" type system for data sharing	Same as Level Two and organize regional seminars

SUMMARY DATA:

Dist. No.	Telecommunications Level	Telecommunications Remarks
001	1, 4	(1*)
011	2	(2*)
022	2	(1*)
031	1.5	(4*)
077	1.8	(2*)
152	2.2	(3*)
181	2	(3*)
206	2	(2*)
241	1.6	(2*)
256	1.4	(2*)
287N	2	(2*)
287S	2	(2*)
347	1	(1*)
423	2	(3*)
492	1.8	(3*)
535	1.3	(4*)
564	1.8	(4*)
578	1	(1*)
595	1.3	(1*)
625	2.2	(3*)
656	1.5	(1*)
697	.6	(1*)
701	1.2	(1*)
709	2	(1*)
742	2.5	(4*)
793	1.6	(2*)
819	1.2	(4*)
861	1.2	(3*)
900C	1.4	(2*)
900G	2	(3*)
900J	1.6	(2*)
900P	1.4	(4*)
916	1.6	(4*)
917	2	(1*)

* Is defined as the number of services being provided by areas other than Library Media.

The distribution of technical college campuses, by level is:

Level	No. of Technical College Campuses
0	0
.5 - .9	1
1.0 - 1.9	20
2.0 - 2.9	13
3.0	0

FINDINGS:

* All campuses show evidence of Telecommunications activity, with thirty-three campuses achieving a Level One or Two, and one campus approaching Level One.

* Where there are Library/Media staff on a campus, they are involved in satellite downlink delivery and teleconferencing. Facsimile machines and electronic mail are usually located in Administrative Offices.

* Fiber optics interactive instruction is not noted in the Guidelines. This new growing activity is usually included in the responsibilities of the Library Media Specialists serving on technical college campuses.

NOTE: For further detail on level ratings for each Telecommunications subheading by campus, See Appendix D, table "Part X - Library/Media Service Levels," Telecommunications, 12A-12E.

XI. OPERATIONAL SERVICES AND ADMINISTRATIVE SERVICES

SBVTE Guidelines... Criteria:

A means of **providing various operational services** which support or supplement other services listed should be established (see the list provided).

Procedures for the **administering the library/media service** should be established.

The criteria for measuring levels of service in Operational Services and Administrative Services are:

13) Operational Services

	Level One	Level Two	Level Three
A) Film rental	Instructors order films from outside sources	Items borrowed and circulated through media department	Same as Level Two
B) AV listening and viewing in media center	When space permits	One projector/ viewer for each kind of material housed in media center	Level Two plus additional equipment, where needed
C) Assistance in using media center	When time permits	Professional assistance given when-ever requested.	Media staff is proactive in asking if user needs help
D) On-call class room help	Media staff avail-able to back up instructors when equipment does not operate	Media staff available to set up special meetings at the institution	Same as Level Two
E) AV equipment inventory	Written inventory of media equipment in building	Computerized inventory maintenance by media staff	Same as Level Two
F) AV equipment selection	Media staff avail-able to recommend adequate media equipment	Same as Level One	Media staff order all media equipment for instructors

13) Operational Services

	Level One	Level Two	Level Three
G) AV equipment maintenance	Equipment sent out for repair when needed	Media staff provides minor repairs and recommends replacement when needed	Yearly cleaning and preventive maintenance by media staff
H) Materials repair and maintenance	When time permits	Various types of equipment is available for media staff to repair films, etc.	Same as Level Two
I) Supplies inventory	Inventory monitored to insure adequate supplies available	Media staff keeps a log of materials and reorders as needed	Computerized inventory maintained by media staff. Also used for budget purposes
J) Copyright Records	Copyright policy in effect	Policy and stored records kept by media staff	Same as Level Two
K) Computer/ printer services	As needed	Computer/ printer equipment available for staff use	Media staff available to help instructors use computer/ printer equipment
L) Security services	As needed	Information sent to staff on how to secure valuable equipment and materials	Media staff installs appropriate security systems for media equipment and materials

14) Administrative Services

	Level One	Level Two	Level Three
A) Budgeting and monitoring expenditures	As time permits	Development and monitoring of budget by media staff	Computerized budgeting system in place
B) Goal setting	Yearly goals developed and presented to administration	Same as Level One	Same as Level Two plus quarterly reports on progress
C) Policy and procedures	As time permits	Internal policies and procedures developed by media staff	Same as Level Two
D) Supervise staff	As needed	Supervision of staff and work study	Same as Level Two
E) Schedule facilities	As needed	Same as Level Level One	Same as Level One
F) Advise on facility construction (lighting, acoustics, etc.)		If requested by administration	Same as Level Two
G) Participate the institute long range planning	When requested by administration	Same as Level One	Same as Level One
H) Annual Report	Prepare annual report with appropriate statistics	Same as Level One	Same as Level Two

SUMMARY DATA:

Dist. No.	Operational Services	Operational Services Rmks	Admin. of Services	Admin of Service Rmks
001	2.3	(1*)	1	
011	3		3	
022	2		1.5	
031	.8	(2*)	0	
077	2	(1*)	2.5	
152	1	(4*)	0	
181	1.6	(1*)	0	
206	2	(1*)	2	
241	1	(1*)	1	
256	2.3	(1*)	1.2	
287N	3		2.3	
287S	3		1.7	
347	1.4		1.2	
423	.9		1.7	
492	1.7	(1*)	2	(1*)
535	2.1		2.2	
564	1.1	(6*)	0	
578	1		1.4	
595	2.8		3	
625	2.3	(1*)	2.3	
656	2	(2*)	2.8	
697	.7	(1*)	0	
701	1.25	(6*)	0	
709	2.5		2.8	
742	2.25	(1*)	3	
793	.4		1.2	
819	.4	(3*)	0	
861	1.2		2	
900C	.8	(2*)	0	
900G	1	(6*)	0	
900J	1.8	(1*)	0	
900P	.5	(2*)	0	
916	2	(7*)	0	
917	3		2.8	

* Is defined as the number of services being provided by areas other than Library Media.

The distribution of Technical Institute campuses by level, in these areas is:

Level	Operational Services No. of Tech. Coll. Campuses	Administrative Services No. of Tech. Coll. Campuses
0	0	12
.4 - .9	7	0
1.0 - 1.9	11	9
2.0 - 2.9	12	9
3.0	4	3

FINDINGS:

* Most campuses support AV equipment service related activities by providing a Library Media staff person, by assigning instructors the responsibility, or by utilizing District AV services. Twenty seven campuses (79%) achieved a Level One, Two or Three, with the other seven campuses (21%) approaching Level One. A number of these campuses decentralize parts of this service.

* In addressing the copyright use question, nine campuses (26%) have a copyright policy and have permission records stored by Library Media staff (Level Three). Sixteen campuses (47%) have a policy only (Level One). Nine campuses (26%) are at Level 0 for copyright policy.

* Where there is Library/Media professional or technical staff, some level of administrative services are being provided with twenty one campuses (62%) achieving Level One, Two or Three. Twelve campuses (35%) are at Level 0. Campuses with professional library media specialists rank higher; their professional expertise relieves Administrative staff of the burden of day-to-day supervision.

Note: For detail level assignments for each subheading by campus, see Appendix D, for table "Part X - Library/Media Service Levels," Operational Services, 13A-13L; Administrative Services, 14A-14I.

B. LIBRARY SERVICE ACCESSIBILITY

With the advent of curriculum restructuring, there are shifts in student demands on Library/Media services. Students are spending more time outside of class in learning activities and need instructional resources to do these assignments. Students need to have more information services such as reference, database searching, and interlibrary loan available to them. Students need to know how to access and use information and require instruction in these skills. Students need access to library/media facilities during the evenings and on weekends.

The survey included questions on existing library service and its accessibility in order to measure Library Media adequacy for curriculum restructuring. In reviewing survey responses, data shows that where there are professional library media specialists on staff at technical college campuses, the needs for instructional resources, information services (reference and interlibrary loan) and library/media instruction are being addressed to greater and lesser degrees, with existing staffing levels determining the degree of service.

Library Media Center staff circulate instructional materials on only fifteen campuses (44%). Twelve library media centers (35%) are participating in interlibrary loan activity. Fourteen (41%) participate in networks such as MINITEX and regional multitype library networks. For further detail on individual campus activity, see "Part VII - Library/Media Loan Transactions - FY'88" in Appendix D, and "Part X - Library/Media Service Levels," 5A-5C (for network participation) in Appendix D.

Library Media Center staff instruct students about media center use and information skills on thirteen campuses (38%). Thirteen campuses (38%) provide reference service to students and staff.

While all campuses offering the above services provide day access to them, only eight campuses (24%) provide extension (evening) students with considerable access (between 12-20 hours/week). Six campuses offer minimum access to Extension students (2-5 hours/week). For further detail on individual campus activity, see "Part VIII - Library Service per Typical Week - Fall 1988" in Appendix D.

Unfortunately, technical college continuous program students attending slightly less than two thirds of the campuses do not have access to library media services (depending on the type of service).

Technical College System Extension students fare worse - they do not have access to Library/Media services during extension hours (after 4 p.m.) on three quarters (3/4) of the campuses.

C. LIBRARY/MEDIA SERVICES TO ANCILLARY CAMPUSES

Nineteen technical college sites deliver instruction on campuses other than the main campus.

AV equipment needs and AV production services are usually provided on or off the site of the ancillary campus. Library services such as collections, reference, interlibrary loan, curriculum development assistance, instruction in information skills, are provided 37% of the time, usually on the main campus, virtually making the services inaccessible to the student, because of geographic and time barriers.

In effect, most of the students on ancillary campuses do not receive library/media services due to a lack of Library/Media personnel staffing hours in the institute, and the failure to include the needs of these students in Library Media service planning, (if the service exists at an institute). For detail regarding individual institute ancillary campuses, see "Part IX - Library Media Services to Ancillary Campuses" in Appendix D.

D. TECHNICAL COLLEGE USE OF OTHER LIBRARY FACILITIES

Given the pairing relationships that occur between geographically related technical colleges and community (or other) colleges, there is often a common assumption that technical college students on such paired campuses will have their information/instructional needs met by the community (or other) college library.

The survey set out to examine technical college use of other library facilities by asking the following questions:

1. Does the other library collection support the technical college curriculum?
2. Who does collection development for the technical college?
3. What funds does the technical college provide to the other library for staff, service, use of collection?
4. What library/media services are offered by the technical college? The other library?
5. What evidence is there that technical college students have access to or use the other library?
6. How is the availability of the other library's services communicated to technical college students?
7. What contracts or agreements between technical colleges and other libraries exist?

The survey data indicates that while community colleges libraries are generally available to technical college students, their collections do not include materials that relate to technical college program offerings, except in the areas of General Education, joint technical college-community college AAS degree programs, and same programs offered on both campuses, such as Secretarial and Nursing.

Only in one instance is a technical college contracting with another college for development of a print and periodical collection to be housed on the technical college campus. At all other campuses where there are centralized collections and staffing, technical college library media staff are providing collection development.

In two cases, technical colleges provide the other libraries with funds for delivery of library/media services. The technical college mentioned above which contracts for collection development pays for the instructional materials and library technician services for selecting, cataloging, and processing.

In the second instance, the technical college uses the community college library facility in exchange for providing food service to the community college. The technical college provides one FTE professional library media specialist, one part-time clerical person to augment the community college staff, and pays one-third of OCLC cataloging costs.

On most campuses, survey data gives little evidence that technical college students are actually using community (or other) college facilities, other than while taking general education or joint program classes.

There are seventeen technical colleges who have agreements to use community college (or other) libraries; five of these are written. Sixteen of these agreements allow technical college student access to the other library collection.

Information about other library access is communicated to technical college students in a sporadic fashion. Only half of these technical college campuses inform their students. Four colleges communicate other college library access via student handbooks, flyers or brochures. An additional four campuses use instructor or Library/Media Center staff referral.

NOTE: For detail on individual campus activity, see table "Part XI - Technical Colleges Using Other Library Facilities and Services," in Appendix D.

FINDINGS SUMMARY AND CONCLUSIONS

DISTNR	Materials Production	Materials Remarks	Telecommunications	Telecomm Remarks	Operational Services	Operational Services Rmks	Admin of Services	Admin of Service Rmks	Facilities	Prof Staff
001	2	(7*)	1.4	(1*)	2.3	(1*)	1		0,3	1
011	2	(6*)	2	(2*)	3		3		1	1
022	.7	(6*)	2	(1*)	2		1.5		0	.8
031	1.5	(3*)	1.5	(4*)	.8	(2*)	0		0	0
077	1.7	(7*)	1.8	(2*)	2	(1*)	2.5		1	.8
152	1.3	(1,3*)	2.2	(3*)	1	(4*)	0		0	0
181	2	(1*)	2	(3*)	1.6	(1*)	0		0	0
206	2	(5*)	2	(2*)	2	(1*)	2		0	.9
241	1	(2*)	1.6	(2*)	1	(1*)	1		1	0
256	1.2		1.4	(2*)	2.3	(1*)	1.2		0	1
287W	2.5	(3*)	2	(2*)	3		2.3		2	.4
287S	2.5	(6*)	2	(2*)	3		1.7		1	.4
347	1	(4*)	1	(1*)	1.4		1.2		0	.9
423	.9	(8*)	2	(3*)	.9		1.7		0	0
492	2.2	(13*)	1.8	(3*)	1.7	(1*)	2	(1*)	0	.2
535	1.6		1.3		2.1		2.2		2	.8
564	1.5	(13*)	1.8	(4*)	1.1	(6*)	0		0	0
578	.9	(5*)	1	(1*)	1		1.4		0	0
595	1.6	(8*)	1.3	(1*)	2.8		3		0	.7
625	2.5	(7*)	2.2		2.3	(1*)	2.3		0	.2
656	2	(5*)	1.5	(1*)	2	(2*)	2.8		0	1
697	.9	(5*)	.6	(1*)	.7	(1*)	0		0	0
701	1	(3*)	1.2	(1*)	1.25	(6*)	0		0	0
709	2.5		2		2.5		2.8		0	1
742	2.3	(2*)	2.5		2.25	(1*)	3		1	1
793	1	(8*)	1.6	(2*)	.4		1.2		0	.5
819	.9	(12*)	1.2	(4*)	.4	(3*)	0		0	0
861	2.0	(2*)	1.2	(3*)	1.2		2		0	0
900C	1.2	(7*)	1.4	(2*)	.8	(2*)	0		0	0
900G	1.3	(14*)	2	(3*)	1	(6*)	0		0	0
900J	1	(1*)	1.6	(2*)	1.8	(1*)	0		0	0
900P	.9	(10*)	1.4	(4*)	.5	(2*)	0		0	0
916	2	(17*)	1.6	(4*)	2	(7*)	0		2.5	0
917	3	(4*)	2	(1*)	3		2.8		1	1

PART X - SYSTEM WIDE - LIBRARY/MEDIA SERVICE LEVELS (AVERAGED)

DISTNR	Collection Development	Selection of Materials	Acquisition	Reference	Access to Information	Curriculum Mat. Search	Orientation	Direct Instruction	Communications	AV Equipment	AV Remarks
001	2(2*)	.5	2	2	1.3	1	2	1	1	2.1	
011	2.3	2	2.3	2	3	2.7	3	2.5	2.3	2.6	(1*)
022	2	2	2	2	2	2	3	1.5	1	2	(2*)
031	0	0	0	0	0	0	0	0	0	2	(1*)
077	1.6	2	2	2	1	1	0	0	1	1.4	(1*)
152	0	0	0	0	0	0	0	0	0	2	
181	0	0	0	0	0	0	0	0	0	2.4	
206	2	1	2	2	1	1.4	3	1.5	1.3	2.3	
241	0	0	0	0	0	0	0	0	0	1.6	(1*)
256	1.2	1	1	1	1	1	3	2	1	2.3	(1*)
287W	1.75	0	2.4	1.4	0	1	1	0	1	2.3	
287S	1.6	1	3	1.4	0	1	0	1	1	2.3	
347	.5	1	2	.4	1	1	1	2	1	2	
423	0	0	0	0	0	0	0	0	0	1.4	(1*)
492	.4	1	2	.7	2	1.4	2	1	.3	2	(1*)
535	2.2	1.7	1.7	1.7	2	1.9	3	1.5	2.25	1.7	(1*)
564	0	0	0	0	0	0	0	0	0	2	(3*)
578	0	0	0	0	0	0	0	0	0	1	(1*)
595	1.8	2	2	1.7	1.3	1.7	2	2	3	2.4	(1*)
625	1	1	2	.6	.7	1	.3	.5	.3	2.3	(1*)
656	1.3	2.3	1	2	3	3	2	2	2	2	(1*)
697	0	0	0	0	0	0	0	0	0	1.4	(1*)
701	0	0	0	0	0	0	0	0	0	2.3	(1*)
709	0	0	0	0	.3	.3(1*)	.3	1.5	1.25	2.3	
742	2.5	2	2.3	3	2.3	2.3	1.7	2.5	2	2.3	(1*)
793	0	1	.7	0	1	1.3	0	0	0	2	
819	0	0	0	0	0	0	0	0	0	1	(12*)
861	0	0	0	0	0	0	0	0	0	2.2	(2*)
900C	0	0	0	0	0	0	0	0	0	1.6	
900G	.5	0	.3	0	0	0	0	0	0	1.5	(1*)
900J	0	0	0	0	0	0	0	0	0	1.6	
900P	.3	.2	.3	.3	0	.3	.3	0	1	1.6	(1*)
916	.8	.7	1.7	0	.3	0	.3	0	0	2.5	(2*)
917	1.2	2	2	2	2.7	2.3	3	2.5	2.8	3	

NOTE: * is defined as those services provided by areas other than library media services.

FINDINGS SUMMARY AND CONCLUSIONS

How do Minnesota Technical Colleges Library Media Programs measure up to state and national standards? To what extent do technical college students and staff across the state have equal access to Library Media resources and services?

This summary discussion will examine access and system wide achievement in these areas of the Library Media Program:

1. **Collection of Instructional Materials**
2. **Information Services.**
3. **Instructional Technology Equipment and Services.**
4. **Support Resources: Staff, Facilities, and Budget.**

For an "across the board" view of how all campuses performed in each area of the survey, see accompanying table "Part X - Systemwide - Library Media Service Levels (Averaged)."

(Level One constitutes start-up level service, the bare necessities to begin a new Library Media Center; Level Two shows movement beyond the start-up level; and Level Three is the equivalent of the minimum standard recommended by national professional organizations.)

1. Collection of Instructional Materials

At the heart of any college is a current relevant collection of instructional materials that are readily accessible. A centralized collection is now particularly important to the newly restructured credit based learning process in a technical college. Students engaged in learning activities outside the classroom need to have access to appropriate books, magazines, 16mm films, videotapes, and other materials. These materials must be catalogued, organized and circulated for efficient access and use.

Unfortunately, over half (59%) of the technical college campuses do not achieve the minimum start-up level (Level one) of the state guideline for collection development. Fifteen (44%) campuses do not have a centralized collection, and five (15%) have only just begun collections.

The other fourteen campuses (41%) meet Level One (24%) and Two (17%) of the state guidelines, but no campus meets the minimum national standard for Print materials. Two campuses meet the national recommendations for periodical subscriptions.

In the area of Film and Video materials, seven campuses (20%) are ranked Excellent; another seven achieved the Minimum national requirements.

2. Information Services

Effective Library Media programs are an integral part of the instructional process. Professional library media specialists can provide a number of services that serve instructional staff and students in the learning process. They are: a) curriculum materials searching; b) reference and access to information outside the campus; and c) "information literacy" instruction.

a) **Curriculum materials searching.** As instructors develop and update their curricula, they need new content information, and appropriate instructional materials for use by students. Library Media specialists will search for and locate this needed information, whether it be periodical articles, textbooks, curriculum guides, videos, or computer software.

Half of the campuses have no system for locating curriculum materials, and do not meet Level One guidelines. Sixteen campuses (47%) with this service achieve a Level One or Two rating; one campus earns a Level Three.

b) **Reference and access to information outside the campus.** Students and staff often need professional help in locating and using needed information available in the Library Media Center, such as reference books, indexes, and special features of the collection, including microform.

Students and staff also need access to the resources outside the college, available through participation in interlibrary loan exchanges, regional multi-type library consortiums, and access to on-line database services.

These services are not provided on one-half of the campuses because there is no professional staff. Three to four additional campuses are providing a small amount of service, which does not meet Level One standards, because staff is part-time or paraprofessional. Without professional library media staff, technical colleges have no access to MINITEX, the state interlibrary loan agency, because it requires that participating libraries have professionals.

The percent of the colleges furnishing these services (Reference - 38%; Outside Access - 41%) are somewhat equally divided between Level One and Level Two, with one campus achieving a Level Three in Reference, and two campuses at Level Three for Outside Information Access.

c) **Information literacy instruction.** In this age of information and rapidly changing new technologies, a successful Library Media program can deliver an added benefit to students by teaching them how to find, analyze and use information. Students with "information literacy" skills, once on the job, can tackle new challenges as they arise.

Providing orientations to the Library Media Center and its services, working with instructional staff to develop learning resource based instruction for parts of curriculum, and sponsoring in-service sessions for staff on information and instructional technology are ways this service is provided.

Twenty-one campuses (62%) fail to achieve Level One in providing Library Media orientations to new students and staff. Of the other 38%, six campuses achieve a Level Three; three are ranked Level One, and four are Level Two.

Nineteen campuses (56%) have no Direct Instruction activity, because they lack adequate professional staffing. One campus provides very limited instruction, not meeting Level One standards. Seven campuses (20.5%) are at Level One, offering instruction as time permits. Another seven, at Level Two, offer instruction when instructors request. No campus achieves Level Three, when instruction is offered in all areas where relevant.

3. Instructional Technology Equipment and Services.

In addition to information and information services, the learning resources of a Library Media program include instructional technology and accompanying services. Within the survey, this area includes: a) AV Equipment; b) AV Materials Production; c) Telecommunications; and d) Operational Services.

The integration of what is traditionally viewed as Library and AV services is evidenced throughout the system where there are Library Media staff. Newly added to this combination is the Telecommunications component, which includes satellite teleconferencing and fiber optics interactive video instruction. On most campuses with Library Media staff, telecommunications falls under Library Media staff coordination. The integration of Library, AV and Telecommunications allows for more efficient, accountable use of resources. In the integrated model, one learning resources format has no higher value than another - they all impart information, and are organized as such.

a. **AV Equipment.** Acquiring, managing and providing sufficient AV equipment to staff and students is essential to the learning process.

All campuses have achieved Level One, Two, and Three in AV Equipment, with 65% at Level Two, and one campus at Level Three. This is a demonstrated area of strength across the system. Twenty-four campuses buy the majority of AV Equipment with Library Media funds. Ten campuses either buy a majority or all their equipment with program funds.

b. **AV Materials Production.** AV Materials produced for instructional purposes can include: slides, audio tapes, videotapes, transparencies, and services for laminating, graphics, and copying. Level One usually pertains to teacher produced materials, with Level Three referring to materials and services provided by Library Media staff.

Fourteen campuses (41%) achieve a Level One in this area; thirteen (38%) achieve Level Two, with one campus at Level Three. Six campuses (18%) are making efforts that do not achieve Level One. In interpreting these levels, note that many of these services, however, are decentralized outside the Library Media area, especially where this is no Library Media staff on the campus. If attached to programs, these services may not always be readily available.

Nine campuses (26%) provide a multi-camera, full effects video production service to staff for instructional and promotional purposes. For some, the trend is to move away from in-house instructional video production toward the purchase of already produced commercial materials. At the same time, the demand for promotional/marketing videos is increasing on the campuses. On other campuses, the demand for instructional videos is present, but limited staff time often precludes fulfilling these needs.

c. **Telecommunications.** SBVTE Guidelines define Telecommunications as including satellite teleconferencing, use of facsimile machines and electronic mail. Where there are Library Media staff on a campus, they are involved facilitating the use of satellite downlink delivery and teleconferencing at both a coordinating and technical level. Facsimile machines and electronic mail were typically located in Administrative offices, according to the survey.

Fiber optics interactive instruction is not noted in the Guidelines. This new growing activity is usually included in the responsibilities of the Library Media Specialist.

All campuses show evidence of Telecommunications activities, with one campus approaching Level One, twenty campuses (59%) reaching Level One, and thirteen (38%) achieving Level Two. No campus achieves Level Three.

d. **Operational Services.** These services give support to instructional technology activities, and can include assistance in using equipment, on-call classroom service, equipment maintenance, repair and inventory, materials maintenance and duplication, computer maintenance service, and copyright records.

Most campuses support instructional technology service activities by providing a Library Media staff person, by assigning instructors the responsibilities, or by utilizing District AV services. Seven campuses (21%) do not achieve Level One service. Eleven (32%) rank Level One; twelve (35%) achieve Level Two, and four campuses earn Level Three.

4. Support Resources: Staff, Facilities and Budget

Staff, facilities, and an adequate budget are necessary to provide an instructional materials collection, information services, and instructional technology equipment, production, and services.

a. **Staff.** SBVTE Guidelines... call for professional, clerical and technical staff to support Library Media activities. (See Appendix E for representative job descriptions for each type.)

There is a shocking lack of professional library media specialists on the technical college campuses. Only five campuses (15%) have achieved Level One, which calls for full year employment (230 days). No campus achieves Level Two or Three. Six campuses (18%) have staff working 9-11 month contracts. Seven campuses have part-time professionals, working less than nine months/year, and sixteen (47%) have no professional at all.

There is an accompanying lack of technical staff in the system, although there is higher achievement at campuses having staff. Twenty-one campuses (62%) have no designated technical staff paid for with library media funds. Three campuses (9%) utilize part-time staff. Eight colleges achieve Level Two, and two campuses (6%) earn Level Three.

Twenty campuses (59%) do not have clerical staff ranking Level One or above. Thirteen campuses (38%) have no clerical staff, and seven (21%) have part-time staff. Clerical staff earn Level One on ten campuses (29%), Level Two on three campuses (9%), and Level Three on one campus.

The lack of professional library media specialist(s) with accompanying clerical support staff on a campus correlates with failure to achieve Level One service and above in Collection Development, Curriculum Materials Searching, Reference and Access to Outside Information, and Information Literacy Instruction. It also impacts the higher service level provided in the areas of Instructional Technology equipment, production and services, which requires planning and working with instructional staff. The failure to provide adequate technical staffing renders a campus unable to deliver Level Two and Three service in support of instructional technology activities.

b. **Facilities.** A major concern in curriculum restructuring is the need for study space for students who are no longer in the same classroom six hours per day. There is an accompanying need for learning resource materials to be available outside the classroom.

Twenty-four campuses (70%) do not come up to the size recommended in the SBVTE Guidelines Level One - 5,000 to 7,500 square feet. Nine technical college campuses achieve Level One or Level Two. One technical college contributing staff and funds to a community college is using a facility that ranks Level Three.

Approximately twenty colleges are currently proposing bonding bills that include library media space as part of their project. Two colleges indicated they did not plan to develop library services and therefore did not plan to add additional space.

c. **Budget.** National standards state that colleges with 200-1,000 students should provide at minimum $225/student full-time equivalent (FTE) (without salaries); colleges enrolling 1,000-3,000 students should fund $190/student FTE (without salaries) for minimum services. For excellent service levels, colleges should provide funding at $400 and $375/student FTE, depending on size.

Survey data, gathered from SBVTE Library Media Actual Expenditures FY'88, show that expenditures fall extremely short of the minimum levels recommended. These amounts, which include salaries, range from $20 to $172 per student FTE. Ten colleges spent less than $50/student FTE, with another eight spending under $100/student FTE.

The amount spent on instructional materials in FY'88 was woefully inadequate. A further breakdown shows that range of expenditures for instructional materials in the Technical College System was zero to $21/student FTE, with 77% of the campuses spending under $10/student FTE. This correlates with the findings of inadequate collection development, as noted earlier in this summary.

STUDENT ACCESS TO LIBRARY MEDIA RESOURCES AND SERVICES

It has been already demonstrated that students on different campuses of the Technical College System do not necessarily have the same access to Library Media resources and services. It has already been stated that the needs for instructional materials, information services and instruction are not being met on campuses where there is no professional library media specialist.

How many students are being served? Library Media staff circulate materials on only fifteen campuses (44%). Thirteen (38%) provide reference service. Twelve library media centers (35%) are participating in interlibrary loan activity. Fourteen (41%) participate in MINITEX or regional multi-type consortiums. Library Media staff instruct students about information use on thirteen (38%) campuses.

While slightly more than one third of the college campuses are providing Library Media service to continuous program students, only eight campuses (24%) provide extension students considerable access (between 12-20 hours/week).

This means that continuous program (day) students attending about two thirds of the campuses do not have access to Library Media services. Extension (evening) students do not have access to Library Media services on three quarters of the campuses.

Nineteen colleges deliver instruction on campuses other than the main campus. Students on these ancillary campuses find that AV equipment needs and production services are met at their remote site. However, library services, such as collection, reference, interlibrary loan, and instruction, are usually provided only on the main campus about 37% of the time. **The existing time and geographic barriers of this situation usually preclude any ancillary campus student access to information resources and services at all.**

It is often assumed that students attending a technical college paired with a community (or other) college will have their information/instructional needs met by the community (or other) college library. **The survey data indicates that while community college students are generally available to technical college students, their collections do not include materials that relate to technical college curriculum offerings,** except in areas of General Education, joint programs, and programs provided on both campuses, such as Nursing and Secretarial. **This evidence points to a need for strong collections located on the technical college campuses.**

On most campuses, survey data gives little evidence that technical college students are actually using community (or other) college facilities, other than taking general ed or joint program classes.

Who is being served? If one plots on a map of Minnesota those technical college campuses which have a collection, a facility, and professional staff, one would find, with some exceptions, that these campuses are in the shadow of the Interstate highway, beginning in East Grand Forks and ending in the Metro area. Then, south of the Metropolitan area, these campuses branch out to form a circle with Faribault at its center.

Who is not being served? Those students not being served with the components of collection, facility, and professional staff are at campuses in the northern, the northeastern, and the southwestern parts of Minnesota.

Unfortunately, the "haves and the have nots" scenario, often evident between the Metro area and Greater Minnesota for many issues, is being played out in student (and staff) access to technical college Library Media services as well.

INTERVIEWS WITH DIRECTORS

SECTION 3

INTERVIEWS WITH DIRECTORS

During the onsite visit interview, campus directors were asked to respond to three questions about Library Media services.

1. What is your vision of Library Media services on your campus?
2. What strengths do you see?
3. What obstacles do you see to achieving your vision?

VISION

In response to the first question, the directors' most mentioned vision was a multifaceted service center which would meet the needs of students in a restructured curriculum. Components include a centralized collection, larger facilities to accommodate students learning activities outside the classroom, and professional staffing to plan, develop and provide service in the Library/Media Center. A number of the directors emphasized the need for strong collections so that the Technical Colleges will become full partners in Higher Education. Several directors stressed that Library Media services and resources are integral to the instructional process.

Over one third of the directors had a very sophisticated view of integrated Library Media Centers that included telecommunications technologies, computer databases, and the latest in instructional technology. Telecommunications activities such as satellite downlinks, fiber optic interactive video networks, and online computer databases were seen as part and parcel of the Library Media Center's function, along with more traditional services such as circulation of instructional materials, reference, and AV equipment and production. This integrated "information/telecommunications" vision incorporates the latest in technology and implies an interconnectivity between campuses for more cost effective instruction.

A number of directors included in their vision an electronic library, with automated campus library catalogs that could be combined to form a larger system such as a State Technical College Library database. They saw online access to other library networks, commercial databases, bulletin board, and the SBVTE, and saw students gathering Job Service and Career information in the Library Media Center.

Some directors, focusing on the human side of instruction, also expressed a desire to see professional library/media staff educate both instructional staff and students in information literacy skills. Instructors who know how to use library media centers to access and utilize information can work with library media specialists to teach students the same skills. Also key is the instructor use of information and instructional resources in curriculum design, guided by the library media specialist. In-servicing on new instructional technology is another service a library media specialist can provide.

Another aspect of the vision voiced by directors is creating better access to Library Media services, especially by Extension students, by extending hours to nights and weekends. Two directors focused on how their college could serve the economic development needs of their community through strong Library/Media services in a public/private partnership.

STRENGTHS

A major strength articulated by directors was the recent or anticipated new Library Media facility, with full-time professionals on board. Commitment to hiring a professional, allocation of space, and setting more dollars aside in FY'90 were examples cited.

Another strength was the increasing use of Library Media services by students and instructors. Several mentioned success in shifting instructional materials from the classroom to a centralized location in the Library Media Center. Instructors not accustomed to using traditional library services were sold on their Library Media Center when it offered instruction in Job Seeking skills.

Several directors mentioned steady growth of Library Media services as a strength. "We started the Library Media center three years ago, slowly but properly, to do it right."

Two campuses mentioned their participation in their telecommunications consortium activities as a strength. Another cited the strong relationship with area businesses that would bring in financial support for library materials.

OBSTACLES

The number one obstacle to achieving their vision of library media cited by directors was lack of funding. Some identified the vulnerability of Library Media as an area not tied to student FTE. Three stated funding will be tight on their campuses over the next three years when development of library media services are most needed. Eight specifically stated funding should be dedicated. One director said he would only use State funds for library media if strings were attached. Others advocated Library Media budgets as a fixed cost, and as a budget line item. Another stated Library/Media should be funded at the same dollar/student FTE across all campuses to provide equal access to all Technical College students.

Many directors mentioned the lack of or understaffing of professional library staff as a problem. One director felt required licensure would keep desirable Technical College Library Media staff from being bumped by secondary staff.

Seven directors cited a lack of professional expertise in initiating new Library/Media programs. They cited the need for a consultant to help individual campuses plan and develop start-up library media services, guide automation efforts, and provide staff development activities for Library Media staff. Also mentioned was the need to continue to do state planning and monitor progress. They identified the lack of a Library Media Specialist position at the SBVTE to provide these services. Three other directors cited a need for vision and direction from the SBVTE, and precise planning on a state and regional level.

Another concern was the lack of adequate space and facilities for Library/Media services. One director commented that the space competes with program FTE. Consultant assistance in designing an appropriate facility was indicated as a need.

Several directors identified the lack of equal access to Library Media Services by Technical College students as a system problem.

SELECTED REPRESENTATIVE QUOTES FROM DIRECTORS INTERVIEWS

What follows are direct quotes from directors' answers to the three questions already outlined.

QUESTION 1: "WHAT IS YOUR VISION OF LIBRARY MEDIA SERVICES IN YOUR COLLEGE?"

Selected Representative Comments

* In restructuring, we are redefining how the program operates - from self contained with 6 hours straight in the classroom - to a broader (definition)... as students don't have day long access to programs, resources will have to be centrally located.

* I see Library Media as an integral part of instruction. With the name change, we are attracting a different type of clientele... offering General Ed. courses, AAS programs, and operating...with a need for good libraries and instructional materials. Library Media is at the heart or core of the instructional area, with necessary hardware, software. The physical design should enable this. If properly designed, funded and staffed, it can supplant and enhance instruction.

* We would like to expand staff and hours the library is open (evenings and summers), as well as expand the space. We need additional services, such as computers and access to library networks, as well as telecommunications for delivery of post secondary options, extension, and customized training, as well as general ed. for continuous students. The role of the library/media center is very key, very vital - with its resource people and resource materials.

* In the second year of restructuring, we have a shortcoming in not having a librarian, centralized reference materials and a space to study. For us to do a better job, we need a library.

* We want to in-service our instructional staff for the proper utilization of the Library/Media Center and interactive instruction. We want to automate our library catalog, and give on-line access to Mankato State University library.

* We would like to have an Information Center with print and nonprint materials, reference materials, database access, satellite dish, central distribution of video and carrels, conference rooms. We are going after the collegiate model-students has more time on their own to study - Information Center needs to be open day and night.

* We need an attractive student area with resources available, including periodicals, equipped with interactive video, serving independent learner, with professional staff to teach how to retrieve information.

• The technical institute can serve economic development needs by making Learning Resource Center (LRC) materials available to the public, such as "shelf type products" to prepare for exams needed for accreditation by professional associations. Technical institutes have unique programs and should be delivering that kind of training in the region via satellite and fiber optics telecommunications and outreach delivery of instruction. The technical institute needs to be linked to cable TV so that students at home can access the LRC computer database. The LRC (with instructional materials) needs to be adjacent to the Media Center Production area (fiber optics) and a large multipurpose facility that can serve continuous and extension students.

• Our new media center will include library, special needs, computer lab and interactive classroom for fiber optics. We have a commitment to becoming a regional technical library, cooperating with city manager and local development corporation, since there is no college within 50 miles. We see connecting our library to health training needs in this area. We need also to be able to support the research that accompanies credit courses.

• With our facility potentially being used as a technical college and a community college with components of a B.A. program, we need a Media Center designed with emerging technology in mind.

• We would like to automate our library and connect to the school computer network. Once backlog of cataloging is done, we want to do outreach with staff in curriculum area. We would like to increase the number of hours our professional works and provide clerical staff in the summer.

• We hired a library media specialist in the Fall of '88 because we saw the need for centralized resources with restructuring.

• We have a plan for a Media Center which will be a working environment offering personalized instruction, including centralized video with viewing areas, quiet carrels, and centralized control of print materials, including learning packets and periodicals, with adequate research resources for programs like Non-Destructive Testing. The library will have a computer network which will access national and statewide library databases and bulletin boards, with word processing available to students. Our Career Opportunities Center will be part of the space, as well as a Professional Staff Development Center. A multipurpose conference area will offer satellite downlink and fiber optics links to MIDTEC and World Trade Center. Course syllabi and materials will be transmitted along the backbone as well. We see sharing teacher created resources via computer in the Media Center. Students will have 24 hour phone access to information about the State System, relating to Job Services, Placement, Career information.

• People who can continue to learn are in demand by employers. People need sources of information and to be information literate. Library/Media when tied to instruction and curriculum development is... important... to professional staff. How can we say we are on the cutting edge of technology, with knowledge expanding... without a strong library media program.

• If the Technical Institutes are to be full partners in higher education... Library Media has to be a top priority.

• We see #1 priority as a modern telecommunication/teleconference center as part of campus broadcast program, media center and special needs complex.

- We want to centralize our instructional materials in the building and develop a new collection.

- We believe library/media is an integral part of instruction, and that it should grow. We have a library; see AV Production as the next step. General reading should be promoted in library media centers.

- Library and Media should be unified in function, a prime support for students, with a reasonable library for faculty which would include customized training resources. Nonprint, now decentralized in programs, needs to be centralized. Telecommunications is a part of Library Media.

- New campus, if funded in FY'91, would include new library and shared telecommunications/interactive area and computer lab with community college.

- On an institutional basis, our philosophy is service to staff and students,... centralized service for control factor (fiscally and professional expertise) and accessibility, with Special Needs proximity. We do not think of services as $$ per capita/ADM, but as what support is needed to deliver central services. Library Media has four functions: Library (collection, reference, information literacy), Staff Development, Instructional Resources (materials needed in instruction) and Telecommunications. In Technical Institute System, every course should be available at any institute (via telecommunications) - process wise, it depends on integrity of information. Long distance delivery is cost effective - providing transportation of information, rather than duplication of information. Data base searching service is prime resource for business and industry, and can be provided on a cost recovery basis.

- Libraries are low priorities; we want to contract with the local public library.

- With AAS degrees, we must provide library services.

- We have a building proposal for a library and business center for trade and industry and customized training that would be open nights and weekends.

QUESTION 2: "WHAT STRENGTHS DO YOU SEE?"

Selected Representative Comments

- Now we have good publications available in our Media Center, with most programs being served, but (the Media Center) needs to be beefed up.

- Our library is developing with slow and steady growth. Our media specialist is involved in all needs from Media to reference books. With the library, we have centralized AV and materials. Periodicals have been channeled to library for better accessibility. T. and I. instructors questioned at first, but now have their students use the library for job seeking skills.

- We have just completed a new addition with teleconference center, library, and AV Center; this is the first year with a full-time librarian.

- Some instructors want to centralize materials; we have a library utilization subcommittee.

* We have allocated space, with our Media Center to be opened in the Fall of '89. We have a commitment to hiring a professional. Our teaching staff is good - they will cooperate in the centralizing of instructional materials in the library. We have strong relationships with businesses in the community, who may provide us with dollars for the library materials.

* There are more people using the Media Center now, motivated groups striving for more info on new technology.

* Students are using IMC area more now than ever - space is better used now.

* We are using interactive TV daily, teaching Electronic Publishing to students at Shakopee Correctional.

* We are actively developing an area telecommunications consortium to deliver post-secondary options and continuing education. Our Radio TV Broadcasting program Broadcasting Manager does production.

* We have allocated space for a library.

* We have put more $ in library media budget in FY'90.

* We started library 3-4 years ago, slowly but properly, to do it right.

* We have contracted with Southwest State University for start-up of a collection. We will need staff here on campus to manage it once it gets set up.

QUESTION 3: "WHAT OBSTACLES DO YOU SEE IN ACHIEVING THE VISION?"

Selected Representative Comments

* There needs to be appropriate funding, physical layout, adequate staffing, appropriate equipment. We need adequate funding on the front end, and ongoing funding for operations, so in tough times, we don't have to throw out the seed corn.

* There is lack of financing. There are no student FTE's tied to library; we don't necessarily have student ratio. We need dedicated special funding for Technical Institute libraries.

* We don't have a facility - our last construction project didn't go through. Staffing could be a problem - we don't have a licensed librarian on staff to reassign; we may have to hire outside librarian on contract in start-up phase.

* Library Media must be funded properly to do proper in-service for staff and students. Also, we need a professional staff at the SBVTE to look at direction of library/media, provide a consulting function for the smaller school, set up in-service for staff, and see how progress is being made in the system.

* We don't feel FY'90 projection is sufficient to hire new librarian position.

* We are in a survival mode. If we don't have additional funding (for library media),... restructuring is going to be meaningless.

* Local political obstacles are real. I don't see financial as an obstacle; if we become full partners in Higher Ed, we should have no problem selling libraries. If we develop long range plan for libraries, the Legislature will approve. It's a case of educating people. Give us the dedicated funds, the bottom line, report requirements, and let us do the rest.

* Our toughest budget problems are going to come in the next three years, just as we are trying to implement library media.

* There is a lack of knowledge by instructors on how to make use of resources. Students could use information, but are held back by instructor. We need to provide staff with creative growth experiences.

* We have less and less dollars to keep current services. We may have to close one more ARC - we could be down to the main media center. We need to attach strings to the money to insure equity of services to students.

* Space is a problem - it competes with program ADM's.

* We have no money for resources and inadequate space for centralized resources and student study.

* We are in desperate need of library space. Also the State Board needs to fund personnel as well as equipment. This is true of telecommunications, too. Library Media should be a fixed cost; if I don't hire the person, I don't get the money. A fixed cost - variable cost formula would insure the service.

* We are really understaffed in the library, but an increase is not possible in the next 2 years, because we need a 25% increase in enrollment to remain financially stable.

* We need specific required license for library media that doesn't allow other secondary librarians to bump into the Technical Institute. We need required, not permissive license. We need expertise in planning a library media complex; hire a full-time library media specialist at the SBVTE. We have not had adequate funding; we need assigned money.

* Once you have a level of service,... can't have funding going up and down. We need standardization of funding, library/media as a budget line item.

* We need to look at licensure for Library Media at State level. Insure the credential or eliminate altogether. Library Media can't be viewed as stepchild of instruction, based on usage or instructional formula. Need same dollars per students to insure equal access. If dollars are taken from instructional formula to undergird library/media, that's not equal access.

* We lack expertise to initiate a library media program. See a need for library consultant at the state level for equity, as well as on-site consulting to develop, maintain services and provide oversight. Need more precise planning on state and regional level.

* To hire a librarian in a non ADM generating area makes program vulnerable. Support is taken away if enrollment declines.

* We need help in assembling a collection... need expertise in implementing automation so that we can form library consortium with other northern schools.

* Information access disparity in Technical Institutes is obscene. If resource center does not have most recent technology, it will not lend itself to the technology of educational process.

* Instructors think best access to new information is xerox of magazine articles. Applied research needs to be done (to meet information needs). Our classrooms should be labs where instructors/students test hypotheses in practical ways, for exam, building a house as a way of applying new technology.

* We would only use state funds for library media if strings are attached.

* We have a lack of understanding of how to implement library media - we need a consultant.

* We need full-time clericals on each of our four campuses, with a shared professional library media specialist to supervise and manage them.

* Instructional staff are resistant to change from decentralization of materials in the programs to centralized location in library/media.

* Money gets sent out from the State with no vision or direction - needs to be state plan to make it work - needs to be a total approach.

* Library services are too limited - we need more staff hours for materials processing and additional services hours.

RECOMMENDATIONS

SECTION 4

RECOMMENDATIONS

Context

In making appropriate recommendations for developing and strengthening the delivery of Library Media services in the Technical College System, it was necessary to review once again the context of Library Media in postsecondary vocational education. Four factors identified in this report's Introduction give direction to these recommendations. They are:

1. The restructuring of the Technical College curriculum. Restructuring necessitates additional facilities for student study, the development and growth of a centralized collection, with appropriate professional and support staffing to manage these resources, as well as provide information and instruction.

2. The two year college North Central accreditation of Technical Colleges. North Central accreditation mandates that appropriate library/media services be delivered on each campus.

3. The Information Age workplace requirements. The Technical College mission statement calls for a vocational technical education system that will facilitate development of a competent, technologically modern... workforce in Minnesota. Technical colleges must prepare workers who can continue to learn. Implicit in this requirement are information literacy skills. Competent professional library/media specialists can work with instructional staff to build instruction in these skills into the program curriculums, as well as provide information resources. To meet the need of a technologically modern workforce, competent library/media professionals can provide students with computer databases, library networks, and up-to-date instructional technology to help students build information technology skills.

4. The introduction of Telecommunications technology for alternative, more flexible delivery of instruction. For effective delivery of telecommunications based instruction, appropriate technical and professional staffing for maintaining operations and training/coordinating of instructional staff is required. A professional library media specialist trained in both information skills and instructional technology can integrate Library/Media and Telecommunications functions, for a more efficient coordinated service center that is keeping up with technology.

Director Interviews

Another important body of information considered before drawing up appropriate recommendations was the observations and opinions voiced by the Technical College directors during onsite interviews.

As presented in Section 3, directors presented visions of Library Media services that included:

1. Multifaceted Library Media Centers, integrated into the instructional process, that would meet the needs of students in a restructured curriculum, with central strong collections, adequately sized facilities, and professional staff.

2. Technologically sophisticated Library Media Centers which included telecommunications technologies, computer databases, the latest instructional technology, and interconnectivity with other campuses.

3. Electronic Libraries, with automated catalogs linked systemwide, and online access to other library networks, databases, bulletin boards and electronic job/career information.

4. The use of library media specialists to educate instructors and students in information literacy skills, to provide guidance in the use of information resources in the design of the curriculum, and to provide in-service on new instructional technology.

5. The creation of better access to Library Media Services by Extension students and local business/industry by expanding hours and staffing to nights and weekends, and specialized collection development.

Factors cited as obstacles to achieving these visions were:

1. Lack of funding. Library Media monies are not tied to student FTE, and services are therefore vulnerable to uneven funding, and other campus fiscal pressures. Six directors recommended dedicated funding.

2. Lack of or understaffing of professional library media specialist positions.

3. Lack of professional expertise in starting up new Library/Media program. Also mentioned was the need for State Board guidance in automation planning, staff development activities for Library Media staff, and overall vision and direction of Library Media in the Technical College System.

4. Lack of adequate space and facilities for Library/Media services.

5. Lack of equal access to Library/Media services by Technical College students across the state.

Findings Summary and Conclusions

Not one Minnesota Technical College is providing library media services across the board that achieve national standards, although a limited number of campuses have some aspects of their programs that do meet national standards. (See the survey findings summary and conclusions on pages 56.)

Even more disturbing is the data that shows that over half of the campuses do not meet minimum SBVTE Guidelines for provision of staff, collections and information services. Minimum state guidelines are considerably less than national standards, and were designed as start-up service levels.

In Minnesota, we are facing the huge challenge of beginning new Library Media centers and developing existing ones to a level that meets national standards, in addition to providing services that will warrant North Central accreditation. Library Media service programs are also facing the new requirements of a restructured curriculum and the challenge of delivering instruction via telecommunications.

RECOMMENDATIONS

Based on the preceding information, which includes the context of Library Media services in the Technical Colleges, the campus director interviews, and the survey findings summary and conclusions, the following recommendations are made:

1. **Provide at least one full-time professional library media specialist with accompanying clerical support to meet minimum SBVTE Library Media guidelines on campuses where there is presently no professional staff.**

   Providing a professional library media specialist is absolutely essential to correct inequities in library media service from campus to campus. Curriculum restructuring calls for a strong collection and accessible information services, which only a professional can provide. Campuses with professional library media staff will meet the criteria for participation in regional and state library networks and give students and staff access to regional resources. Professional staff are needed to develop library media services necessary for North Central accreditation. Library media specialists can help staff learn about new instructional technologies, including telecommunications, and assist in the application of technologies to the learning process.

2. **Provide professional, clerical and technical staffing to bring service levels to national standards on campuses where Library Media services exist.**

   The highest level achieved for professional staff on all campuses is Level One. To achieve Level Three, the national standard, colleges will need to increase professional, clerical and professional staffing. Existing campus Library Media staff are providing services at consistently higher services levels than the staffing level (One), which is to their credit. However, to provide consistent adequate service to students and staff whose library media needs are escalating because of newly restructured curriculum, staffing hours must be increased. Appropriate clerical support is necessary to improve materials collections and provide good access to them. Information literacy needs can be addressed through expanded Library Media direct instruction and in-service.

   Survey data indicates production of audio-visual materials on many campuses is highly decentralized and can be subject to program instructional goals, not service. In order to provide consistent readily available production services to meet student and staff needs, materials production services should be centralized under the management of a professional library media specialist with accompanying technical staff support. Video production, which is a vital part of library media services, and goes hand in hand with fiber optics interactive instruction, should continue to be supported and further expanded on the campuses by providing appropriate technical staffing.

3. **Organize campus Library Media services as fully integrated learning resource centers, including information resources and instructional technology under one umbrella.**

   Gone are the days of viewing a library as a storehouse for books. As workers and students in the "information age", we find that information comes in many formats - from books to taped satellite teleconferences to databases on CD-ROM disks. No one

information format is more important than another, and should be organized as such. Technology plays a dominant part in the information revolution, and college library media specialists have embraced the computer and telecommunications as a way of managing the information overload experienced in our society.

Instructional technology has seen similar advances. Its various formats from live satellite teleconference to fiber optics interactive video have been instrumental in providing alternatives to traditional delivery of instruction, in order to best serve Technical College student needs.

A successful Library Media service program will integrate the electronic and telecommunication aspects of instruction with the highly technological information materials and services for better access, more efficiency, and cost-effectiveness in delivery of services.

4. **Increase annual funding. Dedicate this funding for Library Media programs to strengthen collections and improve Library Media services on each campus of the Technical College system.**

   Discretionary spending to this point has contributed to a Technical College system which does not deliver equitable access to Library Media services for its students and staff. Dedicated funding would not only insure that progress is being made toward strong Library Media services across the entire system, but enable Technical Colleges to meet accreditation requirements.

   An increase in funding will allow colleges to add needed staffing and increase collections to meet national standards and accreditation requirements.

5. **Seek special initiative funding to start Library Media services (collections, staff and equipment) on campuses where they do not exist.**

   Seventeen technical college campuses have no library information services, with resulting lack of equity of service to their students and failure to meet standards and accreditation requirements. To accelerate the establishment of viable Library Media service programs on these campuses, provide start-up funds to hire staff, acquire a collection of instructional materials, establish a library computer system, and furnish the facility with shelving, tables, chairs and carrels.

6. **Seek the approval of Technical College capital bonding bills that include construction of Library Media facilities.**

   Twenty-four campuses do not achieve the minimum state guideline for facility size, according to survey data. Approximately twenty campuses have bonding bills before the state legislature that would include Library Media Center construction or remodeling. These facilities are crucial to meet students' needs for study and use of instructional materials in a restructured curriculum mode.

7. **Use national standards and the expertise of a professional library media specialist in designing new or remodeled Technical College Library Media facilities before submitting plans to the SBVTE for approval.**

The services of a professional library media specialist are needed long before a new Library Media facility is constructed. In order to provide a facility that is functional and suited for the needs of the Library Media program in conjunction with the instructional goals of the college, careful planning must be done. Using existing national standards provides a guideline for design, and insures that new facilities will meet the standard.

New facilities need to be designed with intrasystem connectivity potential, especially in the area of data transmission, to provide an information network that connects all campuses.

8. **Provide a Library Media specialist at the SBVTE for the much needed development and improvement of new and existing Library Media services in the Technical College system, and for aiding colleges in preparing for North Central accreditation.**

   A SBVTE library media specialist would give direction to Library Media activity in the Technical Colleges, do system planning, monitor progress, and provide consultation services to colleges starting library media services. This person could also coordinate systemwide library media automation and development of a statewide instructional materials database, and provide staff development to system Library Media staff.

9. **Tie future SBVTE campus evaluations of Library Media services to the Guidelines for Library Media Services to monitor progress in providing levels of service approaching and achieving national standards.**

   Information gathered during this survey was essential to assessing campus library media service levels according to the SBVTE Guidelines. On-going campus evaluations conducted by the SBVTE every five years should use the Guidelines criteria for a definitive look at campus progress toward meeting student and staff instructional needs. An important by-product of this survey is the database of survey information, which, if used, would give evaluators a picture of past performance. Updating the database as campuses are evaluated would yield an on-going comprehensive picture of system-wide progress toward excellent library media service.

10. **Formalize Library Media planning for technology utilization and information access on a state, regional, and local level so that all Technical College students receive equal access to Library Media services.**

    Progress toward much needed equitable access to Library Media services is not accomplished by the solitary actions of thirty technical colleges, each operating in a vacuum. This effort demands planning at the local, regional and state levels. Planning dialogues at each level and between levels will generate increased synergy, sharing, cooperation, and better use of resources. Why should the seventeen campuses starting up library information services each re-invent their own separate wheel, and in turn perpetuate uneven service?

    This level of planning will require SBVTE coordination.

APPENDIX A
Library/Media Survey Committee Members

TECHNICAL COLLEGE LIBRARY/MEDIA SURVEY

COMMITTEE MEMBERS

JANUARY 1989

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APPENDIX B
AECT/ACRL Standards for Two-Year College Learning Resources Programs:

A Draft

Standards for two-year college learning resources programs: A draft

Prepared by the AECT-ACRL Joint Committee

J. O. Wallace and Dan Koenig, Co-chairs

A hearing on these proposed standards will be held in Dallas on June 23, 2:00–5:30 p.m.

These standards apply to two-year or three-year academic institutions awarding an associate degree or certificate. They are intended to assist in evaluating and developing learning resources programs. Upon approval by the Association for Educational Communications and Technology and the Association of College and Research Libraries, the document will replace *Guidelines for Two-Year College Learning Resources Programs (Revised)* and *Quantitative Standards for Two-Year Learning Resources Programs*.

Two-year colleges make a significantly different contribution than other academic institutions. The public institutions, because of community control, are generally more responsive to local needs. Moderate costs and open access allows greater flexibility to students who would not otherwise be able to attend college. Emphases on vocational and adult programs and continuing education provide employable skills to many adult students through responsiveness to changing vocational needs. At the same time, while allowing for remedial work to remove deficiencies, academic programs in private and community colleges parallel education in the arts and sciences in four-year institutions. Reflecting the combination of availability of opportunity and expectation of excellence in performance, more than half of the students pursuing higher education are enrolled in community, technical, and junior colleges nationwide.

The emphasis being made by the American Association of Community and Junior Colleges, especially for community colleges but also applicable to other two-year institutions, upon the building of communities, upon partnerships for learning, and upon excellence in teaching, requires resources and services which must be provided in accordance with these standards if the vision is to become reality (see American Association of Community and Junior Colleges, *Building Communities, A Vision for a New Century: A Report of the Commission on the Future of Community Colleges*, 1988).

In most two-year institutions an expanded concept of learning resources provides services to the college community. The term "learning resources" is applied in these standards to an organizational configuration which provides library and media materials and services and which can provide in addition various specialized services and perform other instructional responsibilities.

The structure and function of a library/learning resources center in each institution obviously has been determined by the role assigned within the institutional structure. This role must be consistent with the stated mission of the institution. It must also be related realistically to the institution's educational goals, curricula, size, and complexity, as well as the diversity of resources needed to accommodate different modes of learning.

As an organizational entity, the library/learning

resources center with audiovisual responsibilities must provide the needed services in a technological environment which requires a substantial proportion of the campus budget. The combination of a number of related responsibilities under the title of a learning resources program is an effective and reasonable way to make the maximum use of the budget. This will expand the role and structure of the library/learning resources center, and, thereby, create an organizational unit which can provide all major instructional requirements needed to support the diverse educational programs.

Standard one: Objectives

1.0. The college shall develop a comprehensive statement of the mission of the learning resources program based on the nature and purposes of the institution.

Commentary. A clear and unambiguous statement of the role of the learning resources program is essential for accountability, administration, and review regardless of the organizational structure. Where there are public multi-college districts, separate mission statements should be developed for each college; multi-campus community college districts may either develop mission statements for each campus or prepare a comprehensive statement for the district-wide learning resources program components.

1.1. The mission statement shall be developed by the learning resources staff, in consultation with the widest possible representation of the college community; the statement or statements shall be endorsed by the governing board and shall be reviewed periodically.

Commentary. Assignment of responsibility to the learning resources staff for the development of the statement and for its utilization and review is appropriate.

1.2. The mission statement shall be used, along with institutional educational goals, in the annual planning process.

Commentary. The mission statement serves as a mirror for the evaluation of services and the projection of future needs. As such it becomes an integral part of the planning process.

1.3. All component units of the learning resources program, whether administered centrally or administered by other campus units, should be clearly defined.

Commentary. The learning resources program should include essential and basic library and media services as identified in the lists in Appendices A and B. There must be explicit understanding of the units which comprise the centralized services. The learning resources program may include other special components such as those listed in Appendix C. To standardize statistical data nationally, decentralized service units (those that report to other departments) should provide needed information about staff and expenditures for reporting to external agencies.

1.4. The learning resources program shall be an integral part of the instructional process of the institution.

Commentary. An effective learning resources program is and must be immediately and intimately involved in the entire educational program. There must be participation in curriculum development and approval because the identification and acquisition of resources to support any curricular changes requires time for planning services that may be needed, reading lists that could be provided, bibliographical instruction that must be given, and priorities on use of resources that should be established.

Standard two: Organization

2.0. The responsibilities and functions of the component units of the learning resources program within the institutional structure shall be clearly defined.

Commentary. The services provided are directly related to the quality of the educational program. When restricted to only a small number of basic services, the quality of the instructional program is inhibited; when too vaguely defined, valuable resources will be poorly utilized. Clarity in identifying functions and specificity in assigning responsibilities will provide a learning resources program potentially capable of meeting the needs of the college. Institutional manuals, procedures, and job descriptions confirm the status of the program.

2.1. The duties and responsibilities of the chief administrator of the learning resources program shall be clearly defined within the institutional structure.

Commentary. The chief administrator is responsible for administering the program and for providing leadership and direction so that the mission of the program is fulfilled. The administrator should report to the chief academic officer of the campus and should have the same administrative rank and status as others with similar institution-wide responsibilities; a title such as Dean of Instructional Services or of Learning Resources is appropriate.

2.2. The comprehensive learning resources program shall include a variety of services which are organized into functional units.

Commentary. The type of component units needed and included will vary from institution to institution and campus to campus. Some possibilities are: technical services, library services, media services, learning development, reprographic services, professional materials services, television production, graphics production, learning laboratories, and computer services. A listing of many of these can be found in the Appendices. Services which are not administratively under the supervision of the administrator should have a secondary relationship to the learning resources program to

allow comprehensive planning and reporting and to avoid duplication.

2.3. The administrator and professional staff should be involved in all areas and at all levels of academic activities and institutional planning.

Commentary. The professional staff members should be involved in major college committees and participate in faculty affairs to the same extent as other faculty. The chief administrator must meet regularly with college administrators and department heads and, along with the professional staff members, must be involved in planning, implementing, and evaluating the instructional programs of the college.

2.4. Advisory committees should be formed to provide essential information to the staff and to serve as a link with users.

Commentary. Advisory committees are appointed, elected, or selected by the appropriate faculty, staff, or student constituencies. The development and evaluation of services can be more effective because of their responses.

2.5. Internal administration of the learning resources program should be based on staff participation in decisions on policies, procedures, and personnel.

Commentary. While the chief administrator is ultimately responsible, the basis for internal administration should be participatory governance through regular staff meetings and internal communication. The administrator is responsible for reporting to the staff about institutional plans, anticipated curriculum changes, and matters which will affect the internal effectiveness of the learning resources program; in turn the administrator will report concerns and recommendations of the learning resources staff to the college administrators.

Each professional and supportive staff member must be provided with a position description which clearly identifies the duties and responsibilities of the position and superior and subordinate relationships. Performance appraisal standards must be clearly defined and understood by all staff members. In addition to a general administrative manual, each unit may require a supplementary manual which provides policy and procedural statements, duty assignments, other organizational matters, and items of general information pertaining to its particular unit. Policy and procedures manuals covering internal library governance and operational activities shall be made available to all staff members.

Standard three: Administration and staff

3.0. Sufficient and qualified professional and support staff should be available to implement the services for which the program is responsible.

Commentary. Table A evaluates the requirements for adequate numbers of staff. The figures are for full-time positions at two levels, basic and excellent, based on full-time equivalent student enrollments. The table does not include services listed in Appendix C as peripheral; if any of these services are assigned, additional staff will be needed in addition to the positions in the table. There is a direct relationship between staff, budget, and services. When staff level and funding level increase, the number of services possible will also increase; the reverse is also a dangerous possibility which should be avoided. Another factor affecting staff requirements is the ratio of FTE students to total enrollment; the higher the ratio the greater will be the need for additional staff beyond the formulas in Table A. If there is a regular summer session at the college, the positions in table A should be based on an eleven or twelve month equivalency.

3.1. The chief administrator shall be professionally trained and knowledgeable about all types of library and media materials and services.

Commentary. The training and experience of the chief administrator shall be as a librarian, a media specialist, or an information specialist with cross-training desirable. The minimal professional degree and prerequisite for the position is a master's degree in educational technology or library science. In order to interact with other administrators and the learning resources staff the chief administrator should demonstrate knowledge of effective management; to make decisions on costly new information services, the administrator should have some continuous experience with new technologies.

3.2. The professional staff shall have a graduate degree from an accredited institution and shall have faculty status, faculty benefits, and obligations.

Commentary. The complexity of the learning resources program may require considerable differentiated staffing by individuals with widely varied professional education and areas of specialization. All should have the same status and recognition as other instructional faculty; where faculty rank exists they should meet the same requirements for promotion and tenure as the other instructional faculty.

3.3. Professional staff should belong to library, media, and other appropriate associations, and professional development should be encouraged through support of attendance and participation in those local, state, and national organizations.

Commentary. The mark of a professional is not only performance on the job but also awareness of professional trends and technological developments learned at professional meetings and workshops, and from professional journals.

3.4. Technical and classified personnel should have appropriate specialized training or experience; classification, status, and salary should be equivalent to those provided for other institutional employees with similar qualifications.

Commentary. Requirements for training and experience needed should relate to the duties assigned. The relative importance of each type of

TABLE A

Staffing Requirements for Services (Excluding Those in Appendix C*)

FTE students	Administrators	Other professionals		Technicians		Other staff**		TOTAL STAFF	
	Minimum & Excellent	Minimum	Excellent	Minimum	Excellent	Minimum	Excellent	Minimum	Excellent
Under 200	1	0.5	2	1	2	1	2	3.5	7
200–1,000	1	2	4	2	4	2	3	7	12
1,000–3,000	1	3	5	3	6	3	6	10	18
3,000–5,000	1	5	7	5	8	4	8	15	24
5,000–7,000	1	7	9	7	12	6	11	21	33
7,000–9,000	1	8	11	9	17	7	14	25	43
9,000–11,000	1	10	15	11	20	9	17	31	53
11,000–13,000	2	14	21	13	24	11	20	40	67
13,000–15,000	2	16	24	16	28	13	24	47	78
15,000–17,000	2	18	27	19	32	16	28	55	89
17,000–19,000	2	20	30	21	36	18	32	61	100

* Most will require 3 to 8 additional positions
** Secretaries, clerks, door attendants, lab aides, etc.

skill will vary across organizational levels. Supervisors should be selected on the basis of knowledge, experience, and human relations skills.

3.5. Student assistants are employed to perform a variety of tasks, but they should not be used in place of full or part-time staff personnel.

Commentary. The tasks performed by student assistants are usually of a routine nature. However, second-year students in some technical programs may bring skills of a more advanced nature which may supplement the skills of the staff. Student assistants are valuable sources of student opinion of services. They should be treated with respect by all other staff, encouraged to work responsibly on a job, and be given training for doing their tasks successfully.

3.6. The changing nature of the learning resources programs and technological changes which impact such programs mandate regular continuing education participation by all persons, professional and staff alike.

Commentary. Duty schedules should be flexible enough for staff to occasionally pursue further training during working hours. The institutional budget should include provision for travel to meetings and conferences, for registration fees, and released time for in-service training.

Standard four: Budget

4.0. The budget for the learning resources program should be developed within the mission statement as part of the institutional planning process; the annual objectives should be developed by the learning resources staff.

Commentary. The significance of the mission statement and the annual defined objectives forms the basis for the fiscal process for all of the budget except acquisitions. Stable funding for acquisitions based on the collection policy is necessary for effective service. Unfortunately consistent funding is the element least congenial to the development of

annual objectives and is most affected by decreases; care must be taken to provide adequate information about the significance of stability.

4.1. An ample and stable budget should be based either on a percentage of educational and general budget totals for the institution as shown in Table B or on a full-time student equivalent dollar basis as shown in Table C.

TABLE B

Learning Resources Budget as Percent of Educational and General Expenditures

Size	Minimum	Excellent
All	5%	9%

TABLE C

Dollar Expenditure Per FTE Students for Learning Resources Other Than Salaries

FTE	Minimum	Excellent
Under 200	211	450
200–1,000	225	400
1,000–3,000	190	375
3,000–5,000	190	375
5,000–9,000	190	375
9,000–12,000	200	400
12,000–15,000	210	410
15,000–19,000	220	425

Commentary. Basing the learning resources budget totals on a percentage of the educational and general funds is the preferred approach, but, because this percentage represents the final stage in the budget process, it is difficult to determine during the budget planning. Capital funds are not included in the percentage.

An alternative which uses a per full-time student equivalent dollar figure will allow planning of collections and services upon a more stable basis. Table C is based on 1987 dollars; when there is inflation these figures should be adjusted upward accordingly. There is a correlation between services, collection, and staff size and the level of expenditures. Neither table includes capital expenditures except for acquisitions. Technological changes, automation, replacement of equipment, and other capital expenditures will require additional funds.

4.2. Local level processes should be developed so that all expenditures other than payroll originate within the learning resources program and all invoices should have the approval of the chief administrator.

Commentary. Management involves full responsibility for expenditures; no payments should be made without such written approval. Cost analyses and financial planning depend upon the control of adequate records, but these are not always the same records needed by the business offices. To the legal extent possible and to make the greatest financial savings purchases of materials should be exempt from restrictive annual bidding and should permit online ordering and standing orders for continuations.

4.3. Internal accounts shall be maintained for evaluating the flow of expenditures, monitoring encumbrances, and approving payment of invoices.

Commentary. An accurate account of expenditures in categories that are meaningful is necessary for fiscal accountability, for monitoring status of accounts, for decision making, and for planning.

4.4. The learning resources budget should provide stable funding for contractual services, equipment and materials replacement, and for maintenance of automated public and technical services.

Commentary. Many services are based on continuing support. They cannot be interrupted without serious constraint on the ability to perform effectively. The collection will become stagnant without a three to five percent replacement of older materials each year.

Standard five: Services

5.0. The learning resources program should provide a variety of services to support and expand the instructional capabilities of the institution.

Commentary. Learning resources exist to facilitate and improve learning by supporting and expanding classroom instruction and to perform the instructional function of teaching students the information-seeking skills for self-directed studies and life-long learning. As an integral part of the total educational program of the institution, learning resources provide classroom instructional as well as support services to students, faculty, and staff. In some institutions regular classroom instruction in media and bibliographical subjects and service to the community are also provided.

The primary purpose of the learning resources program is to promote learning through the academic program of the institution. To do this access to all types of information services should be available through interlibrary loan, borrowing, or use of computer databases. Most, but not all, potential services are listed in the Appendices.

Students should have access to professional assistance at all times the central facility is open as well as access to materials. Faculty members should have access to basic media production assistance and to assistance in research projects.

5.1. Priority shall be given to basic services in accordance with the mission statement; when the program includes special service components, additional staff and funding must be provided.

Commentary. Staff and budget must relate to basic services if service goals are to be met. Special services components listed in Appendix C can and do provide significant support to a learning re-

sources program if the institution is able to afford to provide them, but they must be recognized as supplementing, not replacing, basic services. Table D shows basic services in Appendices A and B which budget and available staff make possible.

TABLE D

Number of Possible Services* from Ranking of Staff and Budget

FTE Students	Minimum	Excellent
Under 200	16	28
200–1,000	19	30
1,000–3,000	22	35
3,000–5,000	26	40
5,000–7,000	30	44
7,000–9,000	34	48
9,000–11,000	37	52
11,000–13,000	40	54
13,000–15,000	43	56
15,000–17,000	45	58
17,000–19,000	47	60

*From services listed in Appendices A & B only

5.2. The program should seek to enlarge access to the services available at the college and in the community through networking, resource sharing, online information services, and technological advances.

Commentary. Institutional self-sufficiency is no longer possible today; provision must be made to utilize new delivery systems. Timely access is the key to services. Table D provides a basis for evaluating the number of services which realistically can be provided based on the level of funding and staff. New technology and new services should be adopted as they become useful in meeting goals. The administrator should be prepared to bring to the attention of the faculty and administration new information formats and services as they emerge.

5.3. The services provided should meet the instructional and informational needs of students, faculty, staff, and administration, should provide professional assistance in interpretation, and should include provision for students in off-campus locations.

Commentary. Successful performance is indicated when the needs of students are met. Professional staff as part of the instructional faculty must be accessible to students and must help them gain the skills needed to be information literate. Close cooperation with the classroom faculty is mandatory. Off-campus instruction at a multi-use center must be supported by branch services or by contract services with an accessible library in accordance with ACRL's "Guidelines for Extended Campus Library Services."

5.4. Services are provided for all levels of user: students and other members of the college community.

Commentary. The two-year college has a heterogeneous population with widely different needs. Care must be taken that the services provided will meet the needs of every individual. This means that the gifted and the remedial student, the recent high school graduate and the mature adult, the physically handicapped and the limited English student can each receive the services that that individual student requires. Other campus groups have differing research and informational requirements which should be given careful consideration.

5.5. Necessary instructional equipment is available and managed in the most efficient manner to insure effective utilization.

Commentary. Equipment must be available where and when it is needed; some will be permanently located in appropriate classrooms or where materials are found. Quantity sufficient to meet peak demands and availability when non-book materials are used are necessary services. Equipment must be in good condition; obsolete equipment must be replaced. Capital funds should also be available to insure that advantage can be taken of new technological advances.

5.6. Provision should be made for instructional support production services.

Commentary. Production services should consist, at a minimum, of visualization services, such as production of overhead transparencies, and audio services, such as recording of lectures and speeches, and duplication of these. As staff and budget allow additional production capabilities should be added to meet institutional requirements.

5.7. There shall be a program to provide to students bibliographic instruction through a variety of techniques enabling them to become information literate.

Commentary. One responsibility of the learning resources program is to provide instruction in the use of the materials and equipment available. In addition to general orientation programs, bibliographic instruction may use many different methods, including group and individual instruction and even credit courses. Traditional reference services should be geared to the provision of individualized instructional assistance at all open hours. The student should be prepared to use new information resources for a lifetime.

Standard six: Collections

6.0. The learning resources program shall make available an organized collection of materials and diversified forms of information useful in the educational process, including various forms of print and non-print media, computer software, optical storage technologies, and other formats.

Commentary. The college must be prepared to utilize new technologies for securing information as these are developed. All types of materials conveying intellectual content, artistic and literary

works, programmed texts and packaged instruction are considered resources of information that may be used as tools of effective teaching and learning along with books, periodicals, newspapers, government documents, and microform equivalents. There is no substitute for a well-selected, immediately accessible collection.

Media materials, including those locally produced, play a vital role in the instructional program of most two-year colleges. The increasing volume of specialized, high-quality information recorded on videotape at relatively low cost gives videocassette formats a leading role in delivering current information across all disciplines. Computer software must be treated as a curricular resource for programmed learning, development of basic skills, creative research activities, and preparation for the job world. Online computer services are increasingly important as information resources along with the CD-ROM laser technologies.

Table E provides collection goals in bibliographical unit equivalents (BUE). Each cataloged item represents one BUE. Each physical volume or item represents one BUE except that five microcards or five uncataloged microfiche equal one BUE and fifty uncataloged slides, not in sets, or ten transparencies not in sets are one BUE. Each five films or videocassettes rented or borrowed during an academic year count as one BUE. The print collection includes microforms and serial volumes. Each serial subscription represents one BUE.

The BUE in the individual sections of Table E can be interchanged according to the mission of the institution. For example, an institution with a very strong music program may need to develop a strong collection of sound recordings or videorecordings much in excess of these quantitative standards but may need less of some other items. The basis for evaluation in such a case would be the total holdings for that size institution.

6.1. A collection development policy statement

TABLE E

SIZE OF COLLECTION

MINIMUM COLLECTION

FTE Students	Print Items[1]	Serial Subscriptions	Video & Film	Other Items[2]	Total Collection
Under 200	20,000	200	30	1,200	21,430
200–1,000	30,000	230	45	1,500	31,775
1,000–3,000	40,000	300	125	2,100	42,525
3,000–5,000	60,000	500	400	3,000	63,900
5,000–7,000	80,000	700	700	3,600	85,000
7,000–9,000	95,000	850	750	4,000	101,600
9,000–11,000	110,000	900	800	4,800	116,700
11,000–13,000	125,000	1,000	850	5,400	132,250
13,000–15,000	140,000	1,200	900	5,800	147,800
15,000–17,000	155,000	1,500	950	6,000	163,450
17,000–19,000	170,000	1,800	1,000	6,500	179,300

[1]Print items include bound periodicals and microforms measured as described in the text. This collection assumes regular removal and replacement of obsolete, worn out, and irrelevant materials.
[2]Includes audiovisual and nonbook materials other than videotapes and motion picture films, including computer software.

EXCELLENT COLLECTION

FTE Students	Print Items	Serial Subscriptions	Video & Film	Other Items	Total Collection
Under 200	30,000	350	125	3,000	33,475
200–1,000	45,000	400	140	3,600	49,140
1,000–3,000	60,000	600	400	4,800	65,800
3,000–5,000	85,000	800	750	6,600	93,150
5,000–7,000	112,000	1,000	1,250	11,000	125,250
7,000–9,000	136,000	1,200	1,600	13,000	151,800
9,000–11,000	166,000	1,400	1,800	15,000	184,200
11,000–13,000	200,000	1,600	2,000	18,000	221,600
13,000–15,000	240,000	1,800	2,200	21,000	265,000
15,000–17,000	285,000	2,100	2,400	24,000	313,500
17,000–19,000	320,000	2,400	2,600	27,000	352,000

shall serve as the basis for selection and acquisition of materials.

Commentary. Acquiring materials based on a written policy with clear guidelines for selection is the nature of collection development. The statement should be developed in consultation with instructional faculty, students, and administrators. Although there are many alternative ways of writing a collection development policy, the following essentials should be included:

a. The purposes for which resources are acquired.

b. The primary clientele who are to be served.

c. The kinds of materials which are to be acquired.

d. The various factors of cost and usability which will be considered in determining acquisition priorities.

e. The procedures for new types of materials, such as computer software and videocassettes, subject to copyright law.

f. The process for leasing or renting materials not readily available or too expensive to purchase.

g. Any arrangements with other institutions or agencies for cooperative collection development activities.

h. A statement in support of intellectual freedom and the Library Bill of Rights.

i. A policy on the acceptance and incorporation of gifts into the holdings which recognizes the inherent processing and storage costs.

6.2. The selection of materials should be coordinated by the professional staff, working closely with the campus community; final management decisions as to the order in which materials are to be purchased and what gifts should be accepted and processed is the responsibility of the chief administrator or designee.

Commentary. Professionally trained librarians and information specialists, because of their knowledge of the collection, are best able to give systematic attention to collection development. The importance of knowledge about existing holdings, identifying weaknesses, and determining what should and can be acquired requires systematic attention of professionals. They should have access to bibliographical tools and reviewing sources for effective collection development.

6.3. The collection shall be of sufficient scope and currency to support the curriculum as well as meet individual information needs of students and faculty.

Commentary. The mission of the college will determine the complexity of the collection but an institutional commitment to excellence should mean building and maintaining collections that adequately support: liberal arts and sciences programs to prepare students fully for transfer to four-year colleges and universities: programs that have specialized accreditation (fields such as nursing, radiologic technology, etc.); vocational and technical programs; special programs for job training, retraining, or upgrading of skills in continuing and community education services; and needed remedial programs for non-traditional or underprepared learners. Materials must be available to meet term paper assignments and classroom student reports in a broad spectrum of knowledge.

6.4. Obsolete, worn-out, and inappropriate materials should be removed based on a policy statement.

Commentary. Deselection and weeding on a regular basis is indispensable to a useful collection and should be done systematically. A written policy should govern what should be removed, what should be replaced, and what should be permanently retained. Not only do obsolete and inappropriate materials occupy expensive storage space but they also distract from other current materials containing important information. From three to five percent of the collection should be replaced annually. The condition of the collection should be reviewed regularly and needed repairs should be made.

6.5. The reference collection shall include a wide selection of standard works, with subject bibliographies and periodical indexes in print and electronic formats.

Commentary. Reference is the core of every learning resources center and the beginning point for research. The reference collection should be of sufficient breadth and depth to serve the research and informational needs of the campus community.

6.6. Learning resources should be responsible for collecting materials which document its institution's history.

Commentary. Each institution should collect all available publications and internal documents relating to the institution itself. These could include publications by the faculty as well as materials relating to the history of the college. If other institutions or libraries are not collecting materials about the history and life of the local community in which located, these could also become part of the materials to be collected.

6.7. Collections should be organized to provide users with full, efficient, and direct access.

Commentary. The choice of a classification system, the type of catalog, and the arrangement of materials are important decisions. Nationally approved systems (such as LC or Dewey) and formats (such as MARC) should be used. Uniform and multiple access through a public catalog is essential to make available information in all types of formats. The public catalog should include all print and nonprint items.

Standard seven: Facilities

7.0. The learning resources center should provide space for housing collections, for study and research, for public service and staff needs, and for basic production.

Commentary. Flexibility is essential to cope with technological developments. Most services should be housed in a central location managed by the chief administrator. When components are located elsewhere, these should be located for the most efficient and effective access to these services. Facilities must be planned on a long-term basis, including space for an expanding collection, workspace, machines and other equipment, storage, and the needs of users. Space planning must take into account the need for computer workstations, for transmission and retrieval of information by telecommunications, for media production, and for related requirements within the building for electrical and conduit connections. Space needs of basic components require as a minimum the space indicated in Table F. Additional space should be provided when special services (such as are found in Appendix C) are included in the responsibilities of the learning resources program.

7.1. The space for user activities should accommodate a wide variety of learning and study situations, should be attractive, comfortable, designed to encourage use, and conform to approved space standards.

Commentary. Proper arrangement and sufficient space for utilization of instructional equipment and materials, for the needs of the physically handicapped, and for both isolated individual study and for conference and group study is essential. Space should also be provided for group bibliographical instruction. Display and exhibit space, preview space, and study areas for faculty are desirable. With technological developments planning for use of specialized equipment requires consideration in terms of electrical connections, cables, conduits, lights, environmental control, fire protection, security, and other factors which affect service. The increase in telecommunications may justify cable linkage to faculty offices, classrooms, and to outside locations.

7.2. Space assigned to learning resources should be restricted to the functions for which designed.

Commentary. Space designed for learning resources use should not be filled by other campus activities when these will adversely impact the learning resource program.

Appendix A
Checklist of basic library services

Listed below are specific services which are considered to be normal and basic services in learning resources program budgets in two-year colleges.

Acquisition of non-print materials.
Acquisition of print materials.
Acquisition of microforms.
Archives and local history collection.
Automated online catalog.
Bibliographic instruction.
Bibliographic networks for access for interlibrary borrowing and lending.
Circulation of print materials.
Circulation of non-print materials.
Copy self service.
Government document borrowing.
Government document selective depository.
Independent study guidance.
Institutional publications reference collection.
Instructional television individualized access.
Interlibrary borrowing.
Interlibrary lending.
Laser reference searches.
Literacy training materials.

TABLE F

Facilities (ASF) for Learning Resources (Ecluding Corridors, Stairs, Rest Rooms, etc.)

FTE Students	Level	Stack	Staff	User	Production	Storage	Total
Under 200	Basic	1,800	820	1,500	950	250	5,320
	Excellent	2,500	1,380	2,500	1,500	500	8,380
200–1,000	Basic	2,000	960	2,750	950	250	6,910
	Excellent	3,000	1,940	7,075	2,800	600	14,415
1,000–3,000	Basic	2,200	1,240	5,700	950	300	10,390
	Excellent	4,000	2,220	9,625	1,800	600	18,345
3,000–5,000	Basic	3,000	1,940	8,800	1,800	1,150	16,690
	Excellent	5,000	4,040	14,350	2,500	2,000	27,890
5,000–9,000	Basic	4,200	2,780	14,350	2,200	1,350	24,880
	Excellent	6,200	4,880	24,475	3,000	2,200	40,755
9,000–12,000	Basic	6,200	3,060	23,775	3,000	1,750	37,785
	Excellent	10,000	5,580	27,775	6,000	2,300	51,655
12,000–15,000	Basic	9,000	4,600	27,775	5,000	1,950	48,325
	Excellent	12,500	7,540	35,475	8,000	2,400	65,915
15,000–19,000	Basic	12,000	5,160	37,675	6,000	2,150	62,985
	Excellent	16,000	8,380	43,175	9,000	2,500	79,055

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Microcomputer literacy.
Machine-assisted cataloging of books.
Machine-assisted cataloging of audiovisuals.
Machine-assisted reference searching.
Microcomputers for public use.
Microform cataloging.
Microform print service.
Online public access catalog.
Physical access to materials.
Processing of audiovisuals.
Processing microforms.
Processing print materials.
Reference services.
Reserve book service.
Special collections services.
Telefacsimile service.
Telephone reference service.
Term paper counseling.
Union card catalog.

Appendix B
Checklist of basic audiovisual and learning technology services

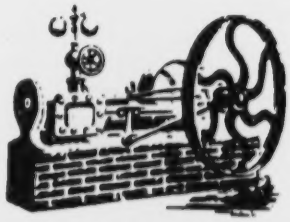
Listed below are services which are considered to be normal and basic services in two-year college learning resources program budgets. This list may not include future technologies and services.

Adult literacy laboratory.
Audiovisual equipment services.
Closed circuit television.
Copyright consultation.
Darkroom services.
Equipment distribution.
Equipment maintenance.
Equipment repair.
Equipment specifications.
Graphic art layouts.
Group television viewing.
Identification photography.
Instructional design and development counseling.
Interactive television.
Inventory of audiovisual equipment.
Listening services.
Motion picture photography.
News photography.
Photography for slides.
Preview services for faculty.
Production of instructional materials on limited basis.
Production of sound slide programs.
Satellite communication down.
Scripting of audiovisual presentations.
Scripting of television modules.
Sound cassette duplication.
Sound cassette editing.
Sound cassette recording.
Telecourse availability information.
Television editing.
Television one camera video production.
Television multicamera video production.
Television off-air recording.
Television remote recording.

Appendix C
Checklist of special services components

This list includes new technologies and peripheral roles which, if assigned to the learning resources program, will require capital funds, space, personnel, and operational budgets in excess of those included in tables A to F. Inclusion of programs in this list is not advocacy for these services as part of the learning resources program but recognition that some institutions have included them in the supervisory responsibilities of the chief administrator.

Adult literacy program direction.
Auto-tutorial laboratory.
Cable televised instruction.
Career counseling.
College catalog production.
College press.
Computer laboratory.
Copy shop (not self service).
Cross-divisional programs.
Government document full depository.
Institutional records center and archives.
Instructional design office.
Language laboratory.
Learning laboratory.
Library technician curricular program.
Materials preservation laboratory.
Media technician curricular program.
Museum.
Print shop.
Public library branch services.
Radio on-air broadcasting.
Radio station maintenance.
Records management.
Satellite communication up.
Teleconferencing and distant learning.
Telecourse administration.
Television on-air broadcasting.
Television course broadcast-level production.
Television station maintenance.
Testing.
Text-book rental service.
Tutoring program supervision. ■■



APPENDIX C
Survey
Form

STATE BOARD OF VOCATIONAL TECHNICAL EDUCATION (SBVTE)
LIBRARY/MEDIA SURVEY 1989

District Number _____

Technical Institute _____

Address _____

City, State, Zip _____

1987-88 ADM	
Continuous Prog.	_____
Extension Prog.	_____
Total ADM	_____
Head Count	_____

Phone Number (_____) _____ Date _____

LIBRARY/MEDIA STAFF - Use * to include contact person. F.T.E. = 230 days
Include license code. Identify job responsibilities using the key provided.
(Please attach a job description for each position.)

Name	Position Title	Phone #, if different	F.T.E.	License	Job Responsibilities

Key to Job Responsibilities - Library/Media Directory

1. Professional - Manages both Library/Media
2. Professional - Performs Library functions, i.e., cataloging, reference only.
3. Professional - Manages Media and/or Telecommunications only
4. Technician - Video Production
5. Technician - AV Maintenance, including computers
6. Curriculum Development
7. Instructor
8. Clerical
9. Technical Institute Administrator
10. Other

PART I - LIBRARY/MEDIA STAFF, FALL 1988

Staff	F.T.E. FTE = 230 days
Librarians and Library/Media Specialist	
Other Professional Staff	
Technical	
Clerical	
Volunteers	
Work Study Students	
Total	

PART II - LIBRARY/MEDIA FACILITIES, FALL 1988

Size	
1. Total square feet of Library/Media Space Lines 2-6	_____
2. Public Service Area Total Square Footage	_____
# of seats available for student study	_____
# of seats available for student AV utilization	_____
3. AV Equipment Storage Total Square Footage	_____
4. Stacks, Materials Storage Total Square Footage	_____
5. Workrooms, Office Total Square Footage	_____
6. AV Production Area Total Square Footage	_____
7. Reprographics Total Square Footage	_____
8. Telecommunications Conference Total Square Footage	_____
9. Interactive Video Classroom Total Square Footage	_____

PART III - ADVISORY COMMITTEE

Does the Library/Media Center Have An Advisory Committee? ____ YES _____ NO

PART IV - LIBRARY / MEDIA OPERATING EXPENDITURES, FY'1987-88

AS REPORTED BY LIBRARY/MEDIA STAFF DURING SITE VISIT

District/Institute/ADM/ExtADM/HdCt/FTE/Staff/Supplies/Equipment

Staff	Salary	Benefits	Total
Professional (Licensed or Degreed)			
Technical			
Clerical			
Other			
Total Staff			

Supplies		
Print Materials		
Current Periodicals Subs		
Microform		
Mach. Read. (software)*		
AV Materials*		
Other Materials		
Total Materials Expenditures		
General Office Supplies		
Duplicating		
Library Supplies		
AV Media Supplies		
Travel/Staff Development		
Other Purchased Services (Total of lines below)		
Film Rental		
Computer Services		
Online Data Base		
Preservation		
Repair/Maintenance		
Other		
Total Supplies		
Total Material Expenditures and Total Supplies		

Equipment	
Furniture	
AV Equipment	
Computer Equipment	
AV Materials*	
Machine Readable (Software)*	
Total Equipment	

*Machine Readable and AV programs could be charged to either supplies or equipment, depending on district policy. Do not duplicate. Use either category.

PART V - LIBRARY COLLECTIONS, FY'88

Number of titles/volumes is defined as those items included in the Library/Media Catalog.
Number of titles refers to titles as catalogued by main entry.

Category	Total # Added FY'88	Total Held End of FY'88
Total Books		
Number of Volumes	_____	_____
Number of Titles	_____	_____
Reference Books (included in Total Books above)		
Number of Titles	_____	_____
Films		
Number of Titles	_____	_____
Videos		
Number of Titles	_____	_____
Other AV		
Number of Titles	_____	_____
Current Periodical Subscriptions		
Number of Titles	_____	_____
Machine Readable (Software)		
Number of Titles	_____	_____
Other Materials (Microforms & Others)		
Number of Titles	_____	_____
Total Titles	_____	_____
	_____	_____
Annual Acquisitions - % Increase	_____	_____
	_____	_____

PART VI - AUDIO VISUAL EQUIPMENT, FY'88

ITEM	# Available to be Circulated (by media center)	# Permanently Assigned (by media center)	# Purchased by Department
16 mm projector	_____	_____	_____
8 mm projector	_____	_____	_____
Filmstrip	_____	_____	_____
Sound Filmstrip	_____	_____	_____
Slide	_____	_____	_____
Sound Slide	_____	_____	_____
Reel Tape	_____	_____	_____
Cass/Tape Recorder	_____	_____	_____
Overhead Projector	_____	_____	_____
Opaque Projector	_____	_____	_____
Phonograph	_____	_____	_____
Microfilm	_____	_____	_____
Video Player	_____	_____	_____
Video Camera	_____	_____	_____
Video Disk	_____	_____	_____
Interactive System	_____	_____	_____
Computer/Printer	_____	_____	_____

PART VII - LIBRARY/MEDIA LOAN TRANSACTIONS, FY'88

Circulation Transactions

General Collection _____

Reserve Collection _____

Interlibrary Loan

Provided to Other Libraries _____
Received from Other Libraries _____

PART VIII - LIBRARY SERVICE PER TYPICAL WEEK, FALL 1988

Public service hours per typical week _____
Attendance in Library per typical week _____
Number of Hours between 4 to 10 p.m. when library/media center is accessible to extension students _____
Reference transactions per week _____
Information service to groups _____
Number of presentations per typical week _____
Number of persons served in presentations per typical week _____

PART IX - LIBRARY/MEDIA SERVICES TO ANCILLIARY CAMPUSES

List additional campuses besides the main campus.

1.
2.
3.

What library services are provided onsite and offsite to staff and students at these campuses?

1.	Collection	8.	Library/Media News
2.	Materials Selection	9.	AV Equipment
3.	Reference	10.	AV Production
4.	Interlibrary Loan	11.	Telecommunications
5.	Curriculum Development Assistance	12.	Other Services
6.	Library Orientation	13.	Library/Media Facilities
7.	Library Instruction	14.	Library/Media Staff

Campus 1.	Onsite (circle numbers)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Offsite (circle numbers)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Campus 2.	Onsite (circle numbers)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Offsite (circle numbers)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Campus 3.	Onsite (circle numbers)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Offsite (circle numbers)	1	2	3	4	5	6	7	8	9	10	11	12	13	14

PART X - LIBRARY/MEDIA SERVICES LEVELS [1]

On the survey form, in responding to each heading and element, if the service is provided by another area, use an * in that space. Record the area or department providing that service in Comments Section. Enter footnote number in the grid to indicate additional comments. Record additional comments on Comments page.

1. Collection Development	0	1	2	3
A. Catalog				
B. Catalog Format				
C. Circulation				
D. Access				
E. Periodical Access (AS OF JULY 1, 1988)				
F. # of Book Vol. _____				
G. # of Film/Video _____				
H. # of Other AV _____				
I. # of Periodical Titles _____				
J. # of Microcomp. Prog._____				
K. Other Materials _____				
L. Annual Acquisition (%) _____ 1987-88				
M. Centralized ordering/materials	Yes	or	No	
N. Centralized ordering/periodicals	Yes	or	No	

2. Selection of Materials				
A. Selection Policy				
B. Quantity of selection sources				
C. Selection Procedure				

3. Acquisition of Materials				
A. Records Management				
B. Accession Numbers				
C. Purchase Policy				

4. Reference				
A. Availability				
B. Scope of search				
C. Size of reference collection Size of collection _____				

5. Access to Information Outside the Technical Institute				
A. Interlibrary Loan				
B. Data Base Searching				
C. Network Cooperation				

6. Curriculum Materials				
A. Media Staff/Instructor				
B. Scope of Searches				
C. Size of Resource Collection				

7. Orientation for Staff /Students	0	1	2	3
A. Orientation/Staff				
B. Orientation Quick/Students				
C. Orientation/Students				

8. Direct Instruction to Students/Staff				
A. Direct Instruction/ Students				
B. In-Service Instruction				

9. Communications				
A. Newsletters				
B. Acquisition/Bibliog.				
C. Update Staff				
D. Media Services Brochure				

10. AV Equipment				
A. Loan AV Equipment				
B. 16mm Proj.				
C. 8mm Proj.				
D. Filmstrip				
E. Sound Filmstrip				
F. Slide				
G. Soundslide				
H. Reel Tape				
I. Audiocassette Tape Recorder				
J. Overhead Proj.				
K. Opaque Proj.				
L. Phonograph				
M. Microfilm				
N. Video Player				
O. Video Camera				
P. Video Disk				
Q. Interactive Sys.				
R. Computer/Printer				

11. Materials Production	0	1	2	3
A. 16mm Film				
B. 8 mm Film				
C. Filmstrip				
D. Sound Film Strip				
E. Slide/Photographic Services				
F. Sound Slide				
G. Reel Tape				
H. Audio Cassette				
I. Audio Tape Duplication				
J. Video Tape Production				
K. Video Tape Duplication				
L. Transparencies				
M. Opaque Materials				
N. Microfilm				
O. Laminating				
P. Typing				
Q. Paper Cutter				
R. Lettering/Sign Making				
S. Desk Top Publishing				
T. Clip Art				
U. Small Vol. Duplicator				
V. Large Vol. Duplicator				
W. Booklet Assembly				
X. Padding				
Y. Test Scoring				
Z. Drafting Table				

12. Telecommunications				
A. Downlink Equipment				
B. Uplink				
C. Conferencing				
D. Facsimile				
E. Electronic Mail				

13. Operational Services				
A. Film Rental				
B. AV Listening Viewing				
C. Assistance				
D. On-Call Classroom Help				
E. AV Equipment Inventory				
F. AV Equipment Selection				
G. AV Equipment Maintenance				
H. Materials Repair/ Maintenance				
I. Supplies Inventory				
J. Copyright Records				
K. Computer/Printer Services				
L. Security Devices				

14. Administrative Services	0	1	2	3
A. Budgeting/Monitoring Expenditures				
B. Goal Setting				
C. Policy/Procedures				
D. Supervise Staff				
E. Schedule Facilities				
F. Advise on Facility Construction				
G. Institute Long Range Planning				
H. Annual Report				
I. Specifications/New Services				

15. Facilities (Library and Audio Visual Services)				
A. Total Size				
_____ # of sq. ft. Total				

16. Staff (Library & AV)				
A. Professional Staff				
B. Clerical Staff				
C. Technical Staff				

[1] *As defined by the State Board of Vocational Technical Education Guidelines for Library/Media Services, 1988, pp. 11-28.*

PART X - LIBRARY/MEDIA SERVICES LEVELS

COMMENTS

SECTION/ ELEMENTS	COMMENTS
1.A	
1.B	
1.C	
1.D	
1.E	
1.F	
1.G	
1.H	
1.I	
1.J	
1.K	
1.L	
1.M	
1.N	
2.A	
2.B	
2.C	
2.D	
3.A	
3.B	
3.C	
4.A	
4.B	
4.C	
5.A	
5.B	
5.C	
6.A	
6.B	
6.C	
7.A	
7.B	
7.C	
8.A	
8.B	
9.A	
9.B	
9.C	
9.D	
10.A	
10.B	
10.C	
10.D	
10.E	
10.F	
10.G	
10.H	
10.I	
10.J	
10.K	
10.L	

PART X - LIBRARY/MEDIA SERVICES LEVELS

COMMENTS - Page 2

SECTION/ ELEMENTS	COMMENTS
10.M	
10.N	
10.O	
10.P	
10.Q	
10.R	
11.A	
11.B	
11.C	
11.D	
11.E	
11.F	
11.G	
11.H	
11.I	
11.J	
11.K	
11.L	
11.M	
11.N	
11.O	
11.P	
11.Q	
11.R	
11.S	
11.T	
11.U	
11.V	
11.W	
11.X	
11.Y	
11.Z	
12.A	
12.B	
12.C	
12.D	
12.E	
13.A	
13.B	
13.C	
13.D	
13.E	
13.F	
13.G	
13.H	
13.I	
13.J	
13.K	
13.L	
14.A	
14.B	

PART X - LIBRARY/MEDIA SERVICES LEVELS

COMMENTS - Page 3

SECTION/ ELEMENTS	COMMENTS
14.C	
14.D	
14.E	
14.F	
14.G	
14.H	
14.I	
15.A	
16.A	
16.B	
16.C	

PART XI: TECHNICAL INSTITUTES USING OTHER LIBRARY FACILITIES AND SERVICES
(i.e., Community Colleges, etc.)

1. Does the other library collection support the curriculum of the technical institute? If so, how does it? Give examples.

2. Who does collection development for the technical Institutes?

3. What funds does the technical institute provide to the other library for staff, services? Use of collection?

4. What services (listed below) are offered to the technical institute students by the technical institute? Please check appropriate column.

   What services (listed below) are offered to the technical institutes students by the other library? Please check appropriate column.

	Other Library	Technical Institute
Reference		
Circulation of Books		
Circulation of Periodicals		
ILL		
AV Listening Viewing Stations		
Computer Access		

5. What evidence is there that technical institute students have access or use the other library? Circle items in "A" that apply.

   A. Circulation Records
   ILL Requests
   Reference Transactions
   Special Collections (List)_____
   Other _____

   B. What are the actual counts for the above items?
   Circulation Transactions (# in FY'88) _____
   ILL Requests (# in FY'88) _____
   Reference Transactions (# in FY'88) _____

6. How is the availability of these services communicated to the technical institute students? (Circle Items below)

   Handbooks
   Flyers
   Brochures
   Orientations
   Instruction
   Other _____

7. Attach copies of technical institute contracts with community colleges and other agencies.

APPENDIX D
Survey Tables

SURVEY TABLES

TABLE OF CONTENTS

Technical College District Number Key

Part I - Library/Media Staff - Fall 1988
Part II - Library/Media Facilities
Part III - Advisory Committee
Part IV - Library/Media Operating Expenditures - FY'88
Part V - Library Collections FY'88
Part VI - Audio Visual Equipment - FY'88
Part VII - Library/Media Loan Transactions - FY'88
Part VIII - Library Service Per Typical Week - Fall 1988
Part IX - Library Media Services to Ancillary Campuses
Part X - Systemwide - Library/Media Service Levels (Averaged)
Library/Media Service Levels

(1A-1N)	Collection Development
(2A-2C)	Selection of Materials
(3A-3C)	Acquisition of Materials
(4A-4C)	Reference
(5A-5C)	Access to Information Outside the Technical College
(6A-6C)	Curriculum Materials Searching
(7A-7C)	Orientation for Staff/Students
(8A-8B)	Direct Instruction to Students/Staff
(9A-9D)	Communications
(10A-10R)	AV Equipment
(11A-11Z)	AV Materials Production
(12A-12E)	Telecommunications
(13A-13L)	Operational Services
(14A-14I)	Administrative Services
(15A-)	Facilities
(16A-16C)	Staff

Part XI - Technical Institutes Using Other Library Facilities and Services

TECHNICAL COLLEGE DISTRICT

NUMBER KEY

001	Minneapolis Technical College
011	Anoka Technical College
022	Detroit Lakes Technical College
031	Bemidji Technical College
077	Mankato Technical College
152	Moorhead Technical College
181	Brainerd Technical College
206	Alexandria Technical College
241	Albert Lea Technical College
256	Red Wing Technical College
287N	Hennepin Technical College-North Campus
287S	Hennepin Technical College-South Campus
347	Willmar Technical College
423	Hutchinson Technical College
492	Austin Technical College
535	Rochester Technical College
564	Thief River Falls Technical College
578	Pine Technical College
595	East Grand Forks Technical College
625	St. Paul Technical College
656	Faribault Technical College
697	Eveleth Technical College
701	Hibbing Technical College
709	Duluth Technical College
742	St. Cloud Technical College
793	Staples Technical College
819	Wadena Technical College
861	Winona Technical College
900C	Southwestern Technical College-Canby Campus
900G	Southwestern Technical College-Granite Falls Campus
900J	Southwestern Technical College-Jackson Campus
900P	Southwestern Technical College-Pipestone Campus
916	Northeast Metro Technical College
917	Dakota County Technical College

PART I - LIBRARY/MEDIA STAFF - FALL 1988

DISTNR	Lib/Prof FTE	Other Prof FTE	Technical FTE	Clerical FTE	Volunteer FTE	Work Study FTE	Total FTE	Comment
001	1.00	0.00	1.00	.40	0.00	1.50	3.90	
011	1.05	0.00	1.00	2.55	0.00	2.95	7.55	
022	.76	0.00	0.00	0.00	.11	.48	1.35	
031	0.00	0.00	0.00	1.00	0.00	0.00	1.00	Clerical staff is in the copy center
077	.84	.30	1.07	.97	0.00	.38	3.56	Other prof. is District AV Coordinator.
152	0.00	0.00	0.00	.33	0.00	0.00	.33	Moorhead TI plans to hire a library/media specialist FY89. Clerical does AV inventory
181	0.00	.50	1.00	1.00	0.00	0.00	2.50	Other prof. is Telecommunications Coordinator, FY88 only.
206	.87	0.00	0.00	1.80	.40	.60	3.67	
241	0.00	0.00	.50	0.00	0.00	0.00	.50	Albert Lea TI is committed to hiring a librarian when new library is completed FY90.
256	.95	0.00	0.00	1.13	0.00	0.00	2.08	Clerical staffs Tower View Campus media ctr. at .25 FTE.
287N	.43	0.00	3.40	2.85	0.00	0.00	6.67	
287S	.42	0.00	4.76	2.00	0.00	0.00	7.18	
347	.85	0.00	0.00	0.00	0.00	1.13	1.98	Wilmar TI hired lib/media special. in 88 to start lib.; before 88, had just AV serv.
423	0.00	0.00	1.13	0.00	0.00	.56	1.69	
492	.20	.20	0.00	0.00	0.00	.28	.68	Curr.Dev.Specialist is .2FTE, and ESL Aide works 2 hrs/day in library (185).
535	.83	0.00	.70	1.00	0.00	.15	2.68	
564	0.00	.33	0.00	0.00	0.00	0.00	.33	Thief River Falls TI funds one third of the computer lab coordinator/instructor.
578	0.00	0.00	.27	0.00	0.00	0.00	.27	
595	.71	0.00	0.00	.60	.23	0.00	1.54	
625	.20	0.00	2.00	2.00	0.00	.32	4.52	1FTE cler. does switchbrd cvg, subs in Payroll. 1FTE cler. does tstg in N.A. 1dy/mo
656	.97	0.00	0.00	.50	0.00	0.00	1.47	
697	0.00	.20	0.00	0.00	0.00	0.00	.20	Eveleth TI Special Needs Coordinator provides AV services 10hr/wk.
701	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
709	0.00	1.00	2.00	1.66	0.00	.50	5.16	Other prof. is Media/Telecommunications Coordinator.
742	.88	1.00	0.00	1.70	0.00	.17	3.75	Other prof. is Telecommunications Specialist.
793	.48	0.00	0.00	0.00	0.00	0.00	.48	Staples TI has hired an educator preparing to be a lib/media specialist.
819	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
861	0.00	.20	0.00	0.00	0.00	0.00	.20	
900C	0.00	0.00	0.00	.65	0.00	0.00	.65	Administrative secretary manages AV equipment.
900G	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
900J	0.00	.22	0.00	1.00	0.00	0.00	1.22	Business/Office instructor manages AV equipment for .22 salary.
900P	0.00	0.00	0.00	.34	0.00	0.00	.34	Clerical is part-time media aide and part time marketing asst.
916	0.00	0.00	0.00	9.10	0.00	0.00	9.10	Clericals staff five learning resource centers.
917	1.83	0.00	1.04	1.83	.38	.63	5.71	

PART II - LIBRARY/MEDIA FACILITIES

DISTNR	TOTAL/SQ/FT	PUBLIC SERVICE	SEATS/STUDY	SEATS/AV	AV/EQUIP	STACKS	OFFICE WK/RMS	AV/PROD	REPRO/GRAPHICS	TELCOM/CONF	INTERACTIVE VIDEO
001	560	100	0	0	270	0	70	120	310		
011	5313	2698	46	31	751	500	1056	308	0	0	0
022	1443	1255	31	4	0	188	0	0	0	0	0
031	380	380	20	0	0	0	0	0	322	0	0
077	6534	4416	96	15	886	320	672	240	128	7040	324
152	0	0	0	0	0	0	0	0	0	0	0
181	1033	750	24		120		143		300	612	
206	3600	3220			80	0	220	80	0	1800	900
241	5826	2016			456	874	852	663	58	358	550
256	3800	2660	34	15	100	0	0	1140	0	1500	0
287N	8509	5075	104	55	780	0	2140	514	0	500	0
287S	5657	3287	102	29	288	726	140	1216		2925	
347	1000	745	18		60	60	75	60	0	0	0
423	780	0	0	0	156	468	156	0	0	0	680
492	1383	924	36	4	240	75	144	0	0	0	0
535	9696	3009	108	14	1000	2626	3061				
564	0	0	0	0	0	0	0	0	0	0	0
578	1380	942	20	0	288		150			2255	
595	2016	1520	43	14	50	112	192	142	0	0	0
625	2774	1875	70	0	75	25	449	350	0	0	0
656	2032	1536	20	10	112	0	256	128	384	1620	0
697	1558	1192	10	10	366	0	0	0	169	1388	0
701	644	600	32	4	0	44	0	0	0	0	0
709	1600	0	0	0	40	0	0	1560	25	0	0
742	5268	2700	45	10	300	600	250	1418	150	2250	400
793	0	0	0	0	0	0	0	0	0	0	0
819	0	0	0	0	0	0	0	0	0	0	0
861	1985	1718	22	0		28	0	0	75	0	0
900C	1720	0	0	0	0	0	120	0	0	0	0
900G	800	800			0	0	0	0	0	0	0
900J	100	0	0	0	64	0	36	0	48	0	0
900P	744	744	10	0	0	92	0	0	0	0	0
916	14870	6474	216	86	108	4408	1909	1971	0	0	0
917	5040	2004	55	10	288	540	864	1344	0	864	0

NOTES: All numbers, except # seats/study and # seats/AV are square feet. TOTAL/SQ/FT includes public service area, stack area, office/workrooms, and AV production
Reprographics, telecommunications and interactive video square footage is listed if the area is managed by library/media staff, but is not included in the
shown in the first column. Blanks indicate data not available or not provided.

DISTNR	CMNT
001	Mpls Community College total library space is 32,400 sq. ft. & includes 280 seats for student study & AV use.
011	The current bonding request to SBVTE includes construction of expanded library-media facilities.
022	The current bonding request to SBVTE includes construction of expanded library.
031	AV is distributed throughout the building.
077	New facility as of 11/88
152	In Phase I construction FY90, 1584 sq.ft for Info Ctr will be allocated.
181	Public Service Area is study space only.
206	
241	This space is to be completed summer 1989. Present space is 400 sq. ft. for AV.
256	Total represents 2600 sq.ft. in MCtr on main campus and 1200 sq.ft. at Tower View campus.
287N	
287S	Seats/AV means 29 carrels.
347	
423	
492	Library will be relocated in FY90 (2600 sq. ft.)
535	New facility as of Fall 1987.
564	
578	
595	
625	450 sq ft is Media. 2324 sq ft is Library.
656	The new library/media center at Faribault TI, 2032 sq. ft., opens in May 1989.
697	This is a study space, currently unattended by library/media staff.
701	This space functions as a study area only.
709	The 1991-92 bonding request includes a new library/media/telecommunications center.
742	
793	2671 sq. ft. planned for 1990 bonding request.
819	Special Needs Resource Ctr. is serving as a quiet study area - 800 sq. ft.
861	Study space only - no library services.
900C	This area being remodeled in FY89-90 for library/AV/study space.
900G	
900J	AV equipmt/Office only.
900P	
916	Space reflects totals for 3 learning resource centers, one teacher LRC, and Gall School LRC.
917	

DISTNR	ADVCOMM
001	n
011	y
022	y
031	n
077	n
152	n
181	n
181	n
206	n
241	n
256	n
287N	n
287S	n
347	n
423	n
492	n
535	n
564	n
578	n
595	n
625	n
656	y
697	n
701	n
709	n
742	y
793	n
819	n
861	n
900C	n
900G	n
900J	n
900P	n
916	n
917	n

PART IV - LIBRARY/MEDIA OPERATING EXPENDITURES - FY 88

Dist Number	Total Salaries & Benefits	Travel & Staff Development	Computer Expense	On Line Expense	Repair & Maint Expense	Other Services Expense	Total Instructional	Total Sal/Ben /Instruct	Print	Periodical
001	136,048	56	0	0	1,600	2,583	4,239	140,287	459	4,097
011	161,369	529	1,927	57	3,902	600	7,015	168,384	6,582	4,845
022	29,955	300	0	0	420	315	1,035	30,990	9,475	2,369
031	18,221	0	0	0	0	0	0	18,221	730	1,000
077	43,357	175	0	0	5,487	0	5,662	49,019	5,000	6,000
152	5,963	0	0	0	4,087	155	4,242	10,205	0	0
181	46,896	0	0	0	572	0	572	47,468	0	0
206	64,886	1,011	0	0	1,203	818	3,032	67,918	8,079	3,901
241	11,689	600	0	0	0	0	600	12,289	0	0
256	44,768	305	0	0	1,780	0	2,085	46,853	1,300	2,300
287N	212,576	830	0	0	7,654	0	8,484	221,060	466	1,288
287S	184,514	0	6,840	0	26,551	0	33,391	217,905	1,844	1,048
347	43,786	72	0	0	491	0	563	44,349	50	0
423	92,000	400	0	0	2,800	0	3,200	95,200	0	0
492	121,015	200	0	0	1,000	0	1,200	122,215	2,000	0
535	75,436	27	0	0	1,583	0	1,610	77,046	2,772	1,124
564	4,277	2,143	0	0	6,537	1,600	10,280	14,557	0	0
578	5,624	268	0	0	797	3,300	4,365	9,989	0	0
595	35,546	846	150	0	1,871	0	2,867	38,413	5,420	1,945
625	72,117	500	0	0	6,000	0	6,500	78,617	11,019	2,987
656	45,353	660	0	0	13,291	176	14,127	59,480	1,500	1,200
697	0	0	0	0	483	0	483	483	2,324	1,823
701	0	0	0	0	0	0	0	0	480	1,691
709	98,373	2,917	0	0	12,742	0	15,659	114,032	0	4,857
742	110,040	1,000	0	0	2,000	0	3,000	113,040	20,000	7,000
793	10,787	155	0	0	0	0	155	10,942	670	430
819	18,846	0	0	0	0	120	120	18,966	0	2,053
861	254	0	0	0	253	0	253	507	0	0
900C	9,539	14	0	0	102	0	116	9,655	0	0
900G	0	0	0	0	116	0	116	116	1,857	1,500
900J	25,101	0	0	0	70	0	70	25,171	0	0
900P	3,354	30	0	0	0	0	30	3,384	500	474
916	208,114	55	0	0	435	3,689	4,179	212,293	1,829	1,691
917	124,342	924	0	0	5,637	280	6,841	131,183	845	4,189

PART IV - LIBRARY/MEDIA OPERATING EXPENDITURES - FY 88

PAGE 2

Dist Number	Microform	Software	AV Materials	Other Materials	Total Materials	Office Supplies	Duplicating	Library Supplies
001	0	0	794	0	5,350	1,081	9,000	2,925
011	0	0	0	0	11,427	1,282	555	1,972
022	0	0	5,610	0	17,454	0	75	902
031	0	0	400	188	2,318	300	6,600	0
077	0	0	10,040	0	21,040	900	0	0
152	0	0	0	0	0	136	1,037	0
181	0	0	0	0	0	0	4,925	0
206	0	0	2,691	0	14,671	1,312	0	5,442
241	0	0	0	0	0	626	0	0
256	0	0	1,000	0	4,600	400	0	100
287N	0	0	1,500	691	3,945	200	220	1,533
287S	0	0	926	0	3,818	2,856	0	0
347	0	0	2,742	68	2,860	254	89	0
423	0	0	1,368	0	1,368	2,195	0	0
492	0	0	0	0	2,000	100	0	300
535	0	0	0	0	3,896	555	162	543
564	0	0	0	0	0	0	12,351	0
578	0	0	0	0	0	0	0	0
595	0	1,558	3,575	22	12,520	263	0	280
625	0	0	0	0	14,006	0	0	958
656	0	0	1,000	5,544	9,244	200	0	300
697	0	0	3,756	0	7,903	0	5,000	0
701	0	0	240	0	2,411	0	7,235	0
709	0	0	0	0	4,857	0	27,681	0
742	2,000	0	7,000	0	36,000	500	14,000	500
793	0	0	1,571	0	2,671	2,200	150	1,455
819	0	0	3,200	4,213	9,466	0	9,373	0
861	0	0	0	0	0	0	0	0
900C	0	0	0	0	0	0	0	0
900G	0	0	0	0	3,357	0	0	0
900J	0	0	1,971	0	1,971	0	0	0
900P	0	0	0	0	974	0	0	0
916	0	0	0	0	3,520	3,286	2,094	0
917	0	0	3,190	0	8,224	1,838	0	1,330

PART IV - LIBRARY/MEDIA OPERATING EXPENDITURES - FY 88

PAGE 3

Dist Number	AV Supplies	Film Rental	Preservation	Supplies Total	Materials/Supply Total	Furniture	AV Equipment	Computer Equipment	AV Materials
001	1,100	0	0	14,106	19,456	451	9,749	0	0
011	3,361	3,451	46	10,667	22,094	8,071	15,677	6,650	0
022	677	2,632	0	4,286	21,740	0	5,467	0	0
031	400	0	0	7,300	9,618	0	3,726	0	0
077	0	1,067	0	1,967	23,007	0	7,054	2,746	0
152	1,795	0	0	2,968	2,968	0	508	0	0
181	8,028	0	0	12,953	12,953	0	0	11,128	0
206	468	956	0	8,178	22,849	0	12,929	4,775	0
241	3,550	0	0	4,176	4,176	0	11,456	0	0
256	5,600	300	0	6,400	11,000	0	6,400	0	0
287N	2,160	0	0	4,113	8,058	0	36,369	0	0
287S	98	0	0	2,954	6,772	0	30,054	0	5,600
347	2,865	0	0	3,208	6,068	0	11,438		445
423	3,670	0	0	5,865	7,233	0	4,673	0	0
492	300	0	0	700	2,700	0	5,000	0	0
535	1,063	0	0	2,323	6,219	2,492	14,183	0	643
564	0	0	0	12,351	12,351	0	0	8,400	610
578	4,202	0	0	4,202	4,202	0	9,857	0	0
595	1,510	445	0	2,498	15,018	7	8,388	14,990	5,353
625	14,000	0	0	14,958	28,964	6,790	36,999	0	0
656	1,000	1,987	0	3,487	12,731	0	3,245	0	0
697	2,415	0	0	7,415	15,318	0	2,263	0	0
701	0	0	0	7,235	9,646	0	6,853	0	0
709	12,129	0	0	39,810	44,667	0	27,231	7,100	0
742	12,000	1,000	0	28,000	64,000	1,100	22,850	5,000	0
793	0	0	0	3,805	6,476	0	14,454	3,000	0
819	0	709	0	10,082	19,548	0	6,821	0	0
861	3,103	0	0	3,103	3,103	3,160	5,810	0	0
900C	108	0	0	108	108	0	140	0	0
900G	0	0	0	0	3,357	0	1,793	0	0
900J	0	0	0	0	1,971	0	964	0	0
900P	0	0	0	0	974	3,000	0	0	0
916	0	312	0	5,692	9,212	1,363	17,594	0	0
917	11,858	0	0	15,026	23,250	0	63,059	5,000	0

PART IV - LIBRARY/MEDIA OPERATING EXPENDITURES - FY 88

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Dist Number	Software	Copier	Equipment Total	Comment
001	0	32,715	42,915	Prof Staff salary is 56.7% of total work year. "Other" staff is reprographics. Other instructional is film devel., signs, etc.
011	1,051	0	31,449	Anoka TI film rental ($3451) is charged back to programs.
022	0	0	5,467	
031	0	28,554	32,280	
077	0	0	9,800	
152	0	17,178	17,686	Staff Salary is Adminst.Sect. who handles AV inventory.
181	0	22,042	33,170	
206	834	3,272	21,810	Lib/Media equip includes cmptr equip & software for computer center. Total Library supplies amt. is supplies for computer center.
241	0	0	11,456	
256	0	22,000	28,400	
287N	0	0	36,369	
287S	0	0	35,654	
347	0	8,380	20,263	
423	0	0	4,673	
492	0	0	5,000	$45,000 (plus benefits) of Staff budget funds the Austin Public TV General Mgr. position.
535	591	0	17,909	
564	0	3,721	12,731	Salary is computer instructor. Repair/Maint is for copiers. "Other" (Instructional) is PBS NNS. Travel/SD is for Telecommun mtgs., inservice. Computer Equipmt. is for PS80 for Handicapped/CADrafting. Other services includes copier-$1000 and Marketing-$2300.
578	0	0	9,857	
595	597	0	29,335	
625	0	0	43,789	
656	0	5,652	8,897	Copier is leased. Faribault TI generated $2444 revenue for data base searches.
697	0	0	2,263	
701	0	0	6,853	
709	0	0	34,331	Duplicating expenses are charged back to programs ($18,873 of $27681). Copier lease and maintenance are chged to supplies. Periodicals are charged to program budgets.
742	5,000	17,979	51,929	
793	0	0	17,454	Computer equipment reflects $3000 spent on lease on 15 miles of fiber optics line.
819	0	5,232	12,053	Clerical funds are for 2.5 Administrative Secretaries. "Other" instructional is for photo processing. Periodicals are for Spec. Needs area.
861	0	0	8,970	Staff $ reflects carryover from pt.time librarian in FY87. Equipmt includes $850 lease for security system.
900C	0	3,387	3,527	
900G	0	17,046	18,839	
900J	0	0	964	Prof. salary is .22 of Bus/Off instructor who does AV service. Clerical is Bookstore/Reprographics
900P	0	0	3,000	
916	0	58,424	77,381	"Other" is for Mat.Prod. dept, AV-TV program, & Dist.Equipmt Repair. "AV Equipmt" is for AV-TV Production program.
917	0	27,790	95,849	Dakota Co.TI film rental ($2977) is charged back to programs.

DISTNR	TOTVOL+88	TOTVOLEND88	TOTTIT+88	TOTTITEND88	REFTIT+88	REFTITEND88	FLM+88	FLMEND88	VID+88	VIDEND88	OTHAV+88	OTHAVEND88	SER+88	SEREND88	SOFT+88	SOFTEND88
001	0	24000	100	21000	0	3500	0	0	0	0	0	0	0	277	0	0
011	568	24459	405	11328	62	982	0	278	37	469	38	917	5	374	19	482
022	865	2394	865	2394			0	1	151	307	138	618	4	56	13	14
031	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
077	241	6994	218	6675	40	470	1	94	14	124	21	435	7	150	8	8
152	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
181	0	0	0	0	0	0	0	6	0	38	0	15	0	0	0	0
206	0	8000	0	7900	0	200	0	10	0	235	0	50	0	110	0	50
241	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
256	54	1550	20	1370	5	85	0	10	9	253	0	150	0	76	0	6
287N	901	15027	700	10819	400	900	6	400	474	2891	166	4531	220	220	717	730
287S	678	11562	226	5781	40		1	312	210	2780	193		49	193	560	
347	0	0	0	0	0	0	0	0	0	40	0	0	0	0	0	0
423	0	0	0	0	0	0	0	0	0	2000	0	0	0	0	0	0
492	50	1500	50	1500	0	0	0	0	3	50	0	25	2	28	0	0
535	1106	15861	896	9000		100	0	75	18	162	13	788	10	203	6	15
564	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
578	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
595	353	2679	353	2300	79	302	0	9	45	97	53	105	0	55	37	37
625	619	11000	594	9000	0	0	0	0	0	0	0	0	12	105	0	0
656	200	2500	200	2250	20	125	0	25	20	50	0	0	0	40	10	25
697	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
701	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
709	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
742	431	10500			100	1000	2	71	35	471	50	850	11	456	5	51
793	0	118	0	118	0	0	0	0	2	2	6	57	0	23	7	20

KEY

TOTVOL+88 = Total Book Volumes Added FY88
TOTVOLEND88 = Total Book Volumes Held End FY88
TOTTIT+88 = Total Book Titles Added During FY88
TOTTITEND88 = Total Book Titles Held End FY88
REFTIT+88 = Reference Titles Added FY88
REFTITEND88 = Reference Titles Held End FY88
FLM+88 = Films Added FY88
FLMEND88 = Films Held End FY88
VID+88 = Videos Added FY88
VIDEND88 = Videos Held End FY88
OTHAV+88 = Other Audiovisual Formats Added FY88
OTHAVEND88 = Other Audiovisual Formats Held End FY88
SER+88 = Magazines Added FY88
SEREND88 = Magazine Titles Held End FY88
SOFT+88 = Microcomputer Software Added FY88
SOFTEND88 = Microcomputer Software Held End FY88
OMAT+88 = Other Materials, Including Microform, Added FY88
OMATEND88 = Other Materials, Including Microform, Held End FY88
TOT+88 = Total Titles Added FY88
TOTEND88 = Total Titles Held End FY88
ANNACQ+% = Annual Acquisition Rate

NOTE: Blanks indicate information not available or applicable.

PART V - LIBRARY COLLECTIONS FY 1988

DISTNR	TOTVOL+88	TOTVOLEND88	TOTTIT+88	TOTTITEND88	REFTIT+88	REFTITEND88	FLM+88	FLMEND88	VID+88	VIDEND88	OTHAV+88	OTHAVEND88	SER+88	SEREND88	SOFT+88	SOFTEND88
819	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
861	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
900C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
900G	0	0	0	500	0	0	0	0	0	0	0	0	0	16	0	0
900J	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
900P	0	1200	5	1200	0	12	0	0	0	1	0	0	6	6	0	0
916	0	16427	0	7439	0	10	0	380	0	1567	0	1486	0	38	0	65
917	215	3901	190	2660	10	350	1	146	5	42	4	195	3	95	0	123

KEY

TOTVOL+88 = Total Book Volumes Added FY88
TOTVOLEND88 = Total Book Volumes Held End FY88
TOTTIT+88 = Total Book Titles Added During FY88
TOTTITEND88 = Total Book Titles Held End FY88
REFTIT+88 = Reference Titles Added FY88
REFTITEND88 = Reference Titles Held End FY88
FLM+88 = Films Added FY88
FLMEND88 = Films Held End FY88
VID+88 = Videos Added FY88
VIDEND88 = Videos Held End FY88
OTHAV+88 = Other Audiovisual Formats Added FY88
OTHAVEND88 = Other Audiovisual Formats Held End FY88
SER+88 = Magazines Added FY88
SEREND88 = Magazine Titles Held End FY88
SOFT+88 = Microcomputer Software Added FY88
SOFTEND88 = Microcomputer Software Held End FY88
OMAT+88 = Other Materials, Including Microform, Added FY88
OMATEND88 = Other Materials, Including Microform, Held End FY88
TOT+88 = Total Titles Added FY88
TOTEND88 = Total Titles Held End FY88
ANNACQ+% = Annual Acquisition Rate

NOTE: Blanks indicate information not available or applicable.

DISTNR	OMAT+88	OMATEND88	TOT+88	TOTEND88	ANNACQ+%	COMMENTS1
001	0	0	100	24777	0	AV is decentralized in the programs with some titles in AV-MTI area. Books reflect MCC collection. Approx 1/3 is TI holdings.
011	0	0	504	13848	4	Book titles includes those purchased by programs & cataloged by the Media Ctr.
022	0	0	1171	3390	35	Detroit Lakes TI library is 3 years old. Reference books are integrated into the collection.
031	0	0	0	0	0	All learning materials are decentraized in program areas.
077	0	0	332	8275	4	
152	0	0	0	0	0	Moorhead TI learning materials are all decentralized in program areas.
181	0	0	0	59	0	Books all decentralized. Most AV is decentralized in programs except for film collection (motivational) in AV Equipment area.
206	0	0	0	8545	5	
241	0	0	0	0	0	
256	0	0	29	1871	1	
287N	0	0	2683	19591	14	
287S	0	0	1279	9859	13	
347	0	0	0	40	0	
423	0	0	0	2000	0	Videos housed in Media Svcs. Other items are in program areas (decentralized)
492	0	0	55	1603	3	
535	0	10	943	10353	11	However, 251 items were withdrawn in FY88 so the actual % of growth is larger. Films are continuous loop.
564	0	0	0	0	0	Thief River Falls learning materials are all decentralized.
578	0	0	0	0	0	Pine City learning materials are all decentralized.
595	54	258	621	3163	20	
625	0	0	606	9105	7	Total books held end of FY88 is estimate.
656	0	0	250	2515	10	Faribault TI all-school periodicals are 100. Med.Specialist orders all periodicals, programs pay for 60, Media Ctr., 40 titles.
697	0	0	0	0	0	Eveleth TI instructional materials are decentralized.
701	0	0	0	0	0	Instructional materials are decentralized in programs.
709	0	0	0	0	0	Instructional materials at Duluth TI are housed in program areas. There is no library.
742	5	103	539	12502	4	
793	12	20	27	240	11	Staples TI is in the process of beginning a collection.

DISTNR	OMAT+88	OMATEND88	TOT+88	TOTEND88	ANNACQ+%	COMMENTS1
819	0	0	0	0	0	Special Needs has small collection of books including encyclopedias & general reading.
861	0	0	0	0	0	All learning materials are decentralized.
900C	0	0	0	0	0	All materials are decentralized in program areas.
900G	0	500	0	1000	0	The collection is 500 dated textbooks and 500 paperbacks. AV & other instructional materials are decentralized in the program areas.
900J	0	0	0	0	0	
900P	0	0	0	1220	0	
916	0	0	0	10975		Other learning packages and handouts number 60,000, not included in total. Gall School not included in totals.
917	0	60	213	3671	6	Serials # is lib.titles only, not program.

DISTNR	16MCIRC + 16MASGN	16MPUR	8MCIRC + 8MASGN	8MPUR	FSCIRC + FSASGN	FSPUR	SFCIRC + SFASGN	SFPUR	SLCIRC + SLASGN	SLPUR	SSCIRC + SSASGN	SSPUR	RTCIRC + RTASGN	RTPUR	CTCIRC + CTASGN	CTPUR	OHCIRC + OHASGN
001	2	0	0	0	0	0	3	0	1	0	2	0	1	0	3	30	2
011	26	0	2	0	0	10	21	14	22	0	25	9	4	0	26	15	106
022	2	7	0	0	0	16	2	20	0	12	0	3	0	0	2	38	1
031	0	1	0	0	0	3	0	2	0	11	0	1	0	0	0	26	0
077	9	0	0	0	7	0	3	0	12	5	2	1	0	0	12	0	62
152	3	8	0	0	1	26	2	7	1	22	1	48	1	1	4	56	4
181	3	12	0	0	0	0	2	3	3	9	3	7	0	0	4	30	4
206	2	23	0	1	0	0	3	20	1	29	1	6	0	0	6	26	3
241	2	3	2	0	7	5	5	5	10	13	4	19	1	0	16	69	10
256	4	0	1	0	2	0	22	0	7	0	8	0	0	0	15	0	34
287N	17	0	0	0	0	0	76	6	32	6	64	0	4	0	118	0	40
287S	18	0	2	0	22	0	11	0	31	2	12	2	2	0	87	12	45
347	6	0	0	0	0	0	6	0	6	0	6	0	0	0	20	0	12
423	0	7	0	2	0	6	0	6	0	19	0	9	0	12	0	28	0
492	11	0	1	0	6	0	7	0	4	0	2	0	0	0	9	3	11
535	33	0	3	1	39	0	21	2	32	0	1	0	0	0	60	0	71
564	0	41	0	0	0	9	0	13	0	16	0	3	0	5	0	16	0
578	3	0	0	0	0	0	8	0	5	0	3	0	0	0	4	0	18
595	8	4	0	0	0	0	8	2	5	4	4	6	0	0	4	60	6
625	90	4	1	0	5	0	20	0	23	0	5	30	1	0	21	5	100
656	11	0	0	0	8	0	17	0	9	0	1	0	0	0	20	0	33
697	4	0	0	0	6	0	5	0	2	0	0	0	0	0	1	0	6
701	4	0	0	2	0	0	0	8	0	5	2	0	1	0	5	15	2
709	14	0	0	0	4	0	11	0	23	0	22	0	2	0	140	0	47
742	24	0	2	0	1	0	21	0	15	0	23	0	1	0	44	0	60
793	0	6	0	1	0	0	0	4	0	8	0	3	0	0	0	8	0
819	2	0	0	0	2	0	5	0	6	0	4	0	0	0	0	9	31
861	5	0	0	0	6	3	16	0	9	0	5	0	1	0	18	0	29
900C	1	4	1	2	0	5	1	8	0	20	0	10	0	0	1	5	0
900G	0	8	0	0	0	0	0	7	0	10	0	0	0	0	0	17	0
900J	3	0	0	0	0	0	3	0	5	0	6	0	1	0	25	0	12

NOTE: The numbers of AV Equipment items purchased and circulated by the Media Center are grouped with those purchased by the Media Center that are permanently assigned to program areas. The numbers of AV Equipment items purchased by programs are listed separately.

16MCIRC = 16 mm Projector circulated by Media Center
16MASGN = 16 mm Projector permanently assigned by Media Center
16MPUR = 16 mm Projector purchased by programs
8M = 8 mm Projector
FS = Filmstrip Projector
SF = Sound Filmstrip Projector
SL = Slide Projector
SS = Sound Slide Projector
RT = Reel Tape
CT = Audio Cassette Tape Recorder
OH = Overhead Projector
OP = Opaque Projector
PH = Phonograph
MF = Microfilm (form) readers/printers
VP = Videotape Player
VC = Video Camera
VD = Video Disk Player
IS = Interactive Video Player
CP = Personal Computer

DISTNR	16MCIRC + 16MASGN	16MPUR	8MCIRC + 8MASGN	8MPUR	FSCIRC + FSASGN	FSPUR	SFCIRC + SFASGN	SFPUR	SLCIRC + SLASGN	SLPUR	SSCIRC + SSASGN	SSPUR	RTCIRC + RTASGN	RTPUR	CTCIRC + CTASGN	CTPUR	OHCIRC + OHASGN
900P	0	7	0	0	0	0	0	6	0	12	0	4	0	0	0	12	0
916	5	6	10	2	13	1	7	7	32	5	24	11	3	0	57	10	10
917	31	13	1	1	0	7	28	10	20	16	26	17	2	0	75	166	29

NOTE: The numbers of AV Equipment items purchased and circulated by the Media Center are grouped with those purchased by the Media Center that are permanently assigned to program areas. The numbers of AV Equipment items purchased by programs are listed separately.

16MCIRC = 16 mm Projector circulated by Media Center
16MASGN = 16 mm Projector permanently assigned by Media Center
16MPUR = 16 mm Projector purchased by programs
8M = 8 mm Projector
FS = Filmstrip Projector
SF = Sound Filmstrip Projector
SL = Slide Projector
SS = Sound Slide Projector
RT = Reel Tape
CT = Audio Cassette Tape Recorder
OH = Overhead Projector
OP = Opaque Projector
PH = Phonograph
MF = Microfilm (form) readers/printers
VP = Videotape Player
VC = Video Camera
VD = Video Disk Player
IS = Interactive Video Player
CP = Personal Computer

DISTNR	OHPUR	OPCIRC + OPASGN	OPPUR	PHCIRC + PHASGN	PHPUR	MFCIRC + MFASGN	MFPUR	VPCIRC + VPASGN	VPPUR	VCCIRC + VCASGN	VCPUR	VDCIRC + VDASGN	VDPUR	ISCIRC + ISASGN	ISPUR
001	0	2	0	1	0	0	0	3	0	1	0	0	0	0	0
011	0	2	0	3	2	1	0	16	10	3	1	0	0	2	0
022	21	0	2	0	2	0	4	2	3	0	1	0	0	0	0
031	10	0	0	0	0	0	0	0	4	0	1	0	11	0	0
077	0	2	0	1	0	1	0	11	4	1	0	0	0	0	
152	38	1	1	1	4	0	1	4	28	0	6	0	0	0	0
181	23	1	1	2	0	0	10	6	9	2	2	0	1	0	2
206	63	1	2	0	0	2	0	4	32	3	8	0	0	0	0
241	12	1	0	2	0	0	0	11	2	2	1	1	1	1	0
256	0	2	0	1	0	3	3	14	0	2	1	4	0	0	0
287N	0	5	0	3	0	1	0	80	6	4	0	0	0	0	0
287S	2	6	0	1	0	12	0	113	0	6	0	1	0	0	0
347	0	2	0	0	0	12	0	4	0	0	0	1	0	0	0
423	21	0	3	0	3	0	0	0	83	0	16	0	2	0	4
492	0	2	0	4	0	1	8	10	3	1	6	0	0	0	0
535	0	3	0	4	0	2	0	23	2	7	1	1	0	0	0
564	20	0	4	0	3	0	4	0	18	0	6	0	1	0	0
578	0	0	0	1	0	2	0	10	0	2	0	1	0	0	0
595	8	1	0	1	0	1	1	9	1	1	0	0	0	0	1
625	4	3	0	3	0	0	0	35	35	7	6	0	1	0	0
656	0	1	0	0	0	3	0	10	0	2	0	0	0	1	0
697	0	1	0	0	0	1	0	2	5	2	0	0	0	0	0
701	8	1	0	1	0	2	0	2	15	3	2	2	0	0	0
709	0	2	0	2	0	0	0	40	0	6	0	0	0	0	0
742	5	5	0	2	0	10	4	20	5	5	0	0	1	0	0
793	15	0	2	0	0	0	1	0	15	0	4	0	1	0	0
819	0	2	0	0	0	0	3	6	0	0	7	0	0	0	0
861	0	1	0	2	0	3	0	5	4	2	0	0	0	0	0
900C	29	1	1	0	4	0	0	1	2	1	2	0	0	0	0
900G	17	0	4	0	1	0	0	0	28	0	3	0	0	0	0
900J	0	1	0	1	0	0	2	4	5	1	3	0	0	0	0

DISTNR	OHPUR	OPCIRC + OPASGN	OPPUR	PHCIRC + PHASGN	PHPUR	MFCIRC + MFASGN	MFPUR	VPCIRC + VPASGN	VPPUR	VCCIRC + VCASGN	VCPUR	VDCIRC + VDASGN	VDPUR	ISCIRC + ISASGN	ISPUR
900P	20	0	1	0	1	0	0	0	14	0	2	0	0	0	0
916	5	1	1	4	1	3	0	56	25	1	5	0	1	0	0
917	90	4	5	6	20	0	0	16	29	5	4	0	5	0	2

DISTNR	CPCIRC + CPASGN	CPPUR
001	5	200
011	31	141
022	1	50
031	0	85
077	0	175
152	0	372
181	0	75
206	0	250
241	1	150
256	4	81
287N	4	157
287S	0	118
347	10	90
423	0	179
492	4	100
535	6	171
564	0	99
578	0	105
595	7	157
625	1	375
656	1	95
697	0	100
701	0	79
709	0	109
742	8	161
793	0	109
819	0	58
861	1	77
900C	0	40
900G	0	100
900J	0	123

DISTNR	CPCIRC + CPASGN	CPPUR
900P	0	75
916	1	157
917	4	404

PART VII - LIBRARY/MEDIA LOAN TRANSACTIONS - FY 88

Dist Number	General Collection Transactions	Reserve Collection Transactions	Interlibrary Loan to Other Libraries	Interlibrary Loan Received	Comment
001	2070	995	6	6	These figures reflect only MTI use of MCC collection (about 1/3 of the circulation.
011	10330	1431	18	82	
022	5401	0	0	124	Detroit Lakes TI is a member of Northern Lights library network.
031	0	0	0	0	
077			0	6	Circulation is not counted.
152	0	0	0	0	
181	0	0	0	0	
206	32440	0	0	15	
241	0	0	0	0	
256			0	3	Statistics not collected.
287N	78000	0	0	30	General Collection-print 220 items daily; non-print 180 daily.
287S		0	0	0	Circulation is not counted.
347	0	0	0	0	Willmar TI is a member of Minitex, Pioneerland multitype, and Willmar Lib. group.
423	0	0	0	0	
492	920	0	12	0	Austin TI is a member of Minitex, and until FY88 catalogued via OCLC.
535	13223	0	3	0	In past, resrv items have been incl in circ stats. Can use MINITEX, but stdts have immediate needs.
564	0	0	0	0	
578	0	0	0	0	
595	1556	0	0	26	E.Grand Forks TI is a member of Northern Lights multitype, and borrows from UND Med.S
625	4344	50	0	0	
656			0	150	Faribault TI circ.trans. not counted. ILL with Farib.PL only. Member-SELCO, Minitex.
697	0	0	0	0	
701	0	0	0	0	
709	0	0	0	4	
742	5000	2000	20	100	Duluth TI is part of the North Country Library Cooperative.
793	0	0	0	0	St. Cloud is a member of Central MN Lib Exch, & Minitex.
819	0	0	0	0	
861	0	0	0	0	
900C	0	0	0	0	
900G	0	0	0	0	
900J	0	0	0	0	
900P			0	0	
916	390000	0	100	230	Circulation transactions not counted.
917			0	210	Circ transactions are 2000/day x 195 days for 5 learning resource centers.
					Dakota TI circ transaction figures are not counted.

PART VIII - LIBRARY SERVICE PER TYPICAL WEEK - FALL 1988

DISTNR	ATT/WK	PSHRS/WK	HRSEXT/WK	REF/WK	PRES/WK	PERS/WK	CMNT
001	629	52	14	75	3	60	These figures reflect MTI use of MCC library (approximately 1/3 of lib. totals).
011	1976	65	20	25	2	58	
022	300	48	16	150	3	18	
031	100	0	0	0	0	0	Study space attendance.
077	400	45	0	25	0	0	
152	0	0	0	0	0	0	
181	0	0	0	0	0	0	
206	1500	61	18	125	10	250	pers/wk is 250-400.
241	0	0	0	0	0	0	
256		45	2	10	5	45	Library attendance stats are not available.
287N	1745	40	6	50	0	0	Public service hours-40 hrs. + ACR = 30 hours
287S		40	0		0	0	Library attendance & reference transactions not counted.
347	0	0	0	0	0	0	Willmar Information Center opened Dec. 5, 1988.
423	0	0	0	0	0	0	
492	35	64	12	1	5	100	Libry is only attended 2 hrs/day (10hrs/wk.) A.S.works evenings as noncontract time.
535	625	44	3	45	1	25	
564	0	0	0	0	0	0	
578	150	50	5	0	0	0	Pine City TI library is used only for study. There is no collection or staff.
595	391	43	16	35	10	300	
625	1100	59	16	60	1	15	
656	150	45	5	50	4	70	
697	0	0	0	0	0	0	
701	0	0	0	0	0	0	
709	0	0	0	0	0	0	
742	300	56	16	50	1	20	
793	0	0	0	0	0	0	
819	0	0	0	0	0	0	
861	0	0	0	0	0	0	The library room is open as a study space. No staff is in attendance.
900C	0	0	0	0	0	0	
900G				0	0	0	Quiet Study Space only - not attended by staff.
900J	0	0	0	0	0	0	
900P	100	25	0	10	0	0	
916	8200	42	5	0	10	10	Extension access varies 0-6 hrs. Information service in Teacher LRC only.
917	200	45	0	5	1	20	

KEY

ATT/WK = Attendance per week
PSHRS/WK = Public service hours per week
HRSEXT/WK = Hours between 4-10 p.m. available to Excension students/staff
REF/WK = Reference questions per week
PRES/WK = Information service presentations per week
PERS/WK = Persons served in presentations per week

PART IX - LIBRARY MEDIA SERVICES TO ANCILLARY CAMPUSES

DISTRICT #		CAMPUS 1	CAMPUS 2	CAMPUS 3
001		AUTO	AVIATION	
	ONSITE:	1, 9, 10	1, 9, 10	
	OFFSITE:	1, 3, 4, 6, 7, 9, 10, 12, 13, 14	1, 3, 4, 6, 7, 9, 10, 12, 13, 14	
011		HORTICULTURE	AVIATION	
	ONSITE:	9, 10, 12	9, 10, 12	
	OFFSITE:	1, 2, 3, 4 5, 6, 8, 10, 11, 12, 13, 14	1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 14	
022		WHITE EARTH	RED LAKE	ANNEX
	ONSITE:			1, 2, 3, 4, 7, 8, 13, 14
	OFFSITE:	1, 2, 3, 4, 7, 8, 13, 14	1, 2, 4,	1, 2, 3, 4, 7, 8, 13, 14
181		DOWNTOWN-Motorcycle	NATURAL RESOURCE BLDG	
	ONSITE:	9, 12	9, 12	
	OFFSITE:	9, 10, 11, 12, 14	9, 10, 11, 12, 14	
241		DIESEL- So. Campus		
	ONSITE:	9, 10, 12		
	OFFSITE:	9, 12		
256		TOWER VIEW		
	ONSITE:	1, 9, 11, 13, 14		
	OFFSITE:	1, 2, 3, 4, 5, 12		
287 South		LINCOLN HILLS	RICHFIELD JTPA	
	ONSITE:	9, 10, 12, 13, 14	9, 10, 12, 13, 14	
	OFFSITE:	9, 10, 11, 12, 13, 14	9, 10, 11, 12, 13, 14	
	Comment:	Extension Programs have limited access to print and AV because of budget concerns and loss rate.		

1. Collection
2. Materials Selection
3. Reference
4. Interlibrary Loan
5. Curriculum Development Assistance
6. Library Orientation
7. Library Instruction
8. Library/Media News
9. AV Equipment
10. AV Production
11. Telecommunications
12. Other Services
13. Library/Media Facilities
14. Library/Media Staff

PART IX - LIBRARY MEDIA SERVICES TO ANCILLARY CAMPUSES

DISTRICT #		CAMPUS 1	CAMPUS 2	CAMPUS 3
423		EAST CAMPUS		
	ONSITE:	9, 10, 12		
	OFFSITE:	11, 12		
492		OWATONNA TECHNICAL TRNG. CTR		
	ONSITE:	9		
	OFFSITE:	5, 9, 10		
564		AIRPORT-Aviation		
	ONSITE:	1, 9, 13		
	OFFSITE:	11		
595		U. of M.-Crookston -P.N.		
	ONSITE:	1, 9, 13		
	OFFSITE:	1, 3, 4, 5, 9, 11, 12, 14		
656		NORTH CAMPUS	REGIONAL CENTER	TOWN SQUARE
	ONSITE:	1, 9, 10, 13	1, 9, 10, 13	1, 9, 10, 13
	OFFSITE:	2, 3, 4, 5, 8, 9, 10, 11	2, 3, 4, 5, 8, 9, 10, 11	2, 3, 4, 5, 8, 9, 10, 11
701		SOUTH CAMPUS		
	ONSITE:	9, 10, 12		
	OFFSITE:	9, 10, 11, 12, 13		
709		DIESEL DEPT.	FIRE TRAINING	
	ONSITE:			
	OFFSITE:	5, 9, 10, 11, 12, 13, 14	5, 9, 10, 11, 12, 13, 14	
861		AVIATION TRAINING CENTER		
	ONSITE:	1, 9, 13		
	OFFSITE:	9		

1. Collection
2. Materials Selection
3. Reference
4. Interlibrary Loan
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6. Library Orientation
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13. Library/Media Facilities
14. Library/Media Staff

PART IX - LIBRARY MEDIA SERVICES TO ANCILLARY CAMPUSES

DISTRICT #		CAMPUS 1	CAMPUS 2	CAMPUS 3
900Gr		SPRINGFIELD	WHEATON	ORTONVILLE
	ONSITE:	NONE	NONE	NONE
	OFFSITE	NONE	NONE	NONE
900Pi		LUVERNE- Auto to H.S.		
	ONSITE:	NONE		
	OFFSITE:	NONE		
916		GALL SCHOOL		
	ONSITE:	1, 9, 12, 13, 14		
	OFFSITE:	4, 10		
917		SPECIAL ED SITES	MEAT SCHOOL	
	ONSITE:	9, 10, 12	9, 10, 12	
	OFFSITE:	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	

1. Collection
2. Materials Selection
3. Reference
4. Interlibrary Loan
5. Curriculum Development Assistance
6. Library Orientation
7. Library Instruction
8. Library/Media News
9. AV Equipment
10. AV Production
11. Telecommunications
12. Other Services
13. Library/Media Facilities
14. Library/Media Staff

PART X - SYSTEM WIDE - LIBRARY MEDIA SERVICE LEVELS (AVERAGED)

DISTNR	Collection Development	Selection of Materials	Acquisition	Reference	Access to Information	Curriculum Mat. Search	Orientation	Direct Instruction	Communications	AV Equipment	AV Remarks
001	2(2*)	.5	2	2	1.3	1	2	1	1	2.1	
011	2.3	2	2.3	2	3	2.7	3	2.5	2.3	2.6	(1*)
022	2	2	2	2	2	2	3	1.5	1	2	(2*)
031	0	0	0	0	0	0	0	0	0	2	(1*)
077	1.6	2	2	2	1	1	0	0	1	1.4	(1*)
152	0	0	0	0	0	0	0	0	0	2	
181	0	0	0	0	0	0	0	0	0	2.4	
206	2	1	2	2	1	1.4	3	1.5	1.3	2.3	
241	0	0	0	0	0	0	0	0	0	1.6	(1*)
256	1.2	1	1	1	1	1	3	2	1	2.3	(1*)
287N	1.75	0	2.4	1.4	0	1	1	0	1	2.5	
287S	1.6	1	3	1.4	0	1	0	1	1	2.5	
347	.5	1	2	.4	1	1	1	2	1	2	
423	0	0	0	0	0	0	0	0	0	1.4	(1*)
492	.4	1	2	.7	2	1.4	2	1	.3	2	(1*)
535	2.2	1.7	1.7	1.7	2	1.9	3	1.5	2.25	1.7	(1*)
564	0	0	0	0	0	0	0	0	0	2	(3*)
578	0	0	0	0	0	0	0	0	0	1	(1*)
595	1.8	2	2	1.7	1.3	1.7	2	2	3	2.4	(1*)
625	1	1	2	.6	.7	1	.3	.5	.3	2.3	(1*)
656	1.3	2.3	1	2	3	3	2	2	2	2	(1*)
697	0	0	0	0	0	0	0	0	0	1.4	(1*)
701	0	0	0	0	0	0	0	0	0	2.3	(1*)
709	0	0	0	0	.3	.3(1*)	.3	1.5	1.25	2.3	
742	2.5	2	2.3	3	2.3	2.3	1.7	2.5	2	2.3	(1*)
793	0	1	.7	0	1	1.3	0	0	0	2	
819	0	0	0	0	0	0	0	0	0	1	(12*)
861	0	0	0	0	0	0	0	0	0	2.2	(2*)
900C	0	0	0	0	0	0	0	0	0	1.6	
900G	.5	0	.3	0	0	0	0	0	0	1.5	(1*)
900J	0	0	0	0	0	0	0	0	0	1.6	
900P	.3	.2	.3	.3	0	.3	.3	0	1	1.6	(1*)
916	.8	.7	1.7	0	.3	0	.3	0	0	2.5	(2*)
917	1.2	2	2	2	2.7	2.3	3	2.5	2.8	3	

DISTNR	Materials Production	Materials Remarks	Telecommunications	Telecomm Remarks	Operational Services	Operational Services Rmks	Admin of Services	Admin of Service Rmks	Facilities	Prof Staff
001	2	(7*)	1.4	(1*)	2.3	(1*)	1		0,3	1
011	2	(6*)	2	(2*)	3		3		1	1
022	.7	(6*)	2	(1*)	2		1.5		0	.8
031	1.5	(3*)	1.5	(4*)	.8	(2*)	0		0	0
077	1.7	(7*)	1.8	(2*)	2	(1*)	2.5		1	.8
152	1.3	(1,3*)	2.2	(3*)	1	(4*)	0		0	0
181	2	(1*)	2	(3*)	1.6	(1*)	0		0	0
206	2	(5*)	2	(2*)	2	(1*)	2		0	.9
241	1	(2*)	1.6	(2*)	1	(1*)	1		1	0
256	1.2		1.4	(2*)	2.3	(1*)	1.2		0	1
287N	2.5	(3*)	2	(2*)	3		2.3		2	.4
287S	2.5	(6*)	2	(2*)	3		1.7		1	.4
347	1	(4*)	1	(1*)	1.4		1.2		0	.9
423	.9	(8*)	2	(3*)	.9		1.7		0	0
492	2.2	(13*)	1.8	(3*)	1.7	(1*)	2	(1*)	0	.2
535	1.6		1.3		2.1		2.2		2	.8
564	1.5	(13*)	1.8	(4*)	1.1	(6*)	0		0	0
578	.9	(5*)	1	(1*)	1		1.4		0	0
595	1.6	(8*)	1.3	(1*)	2.8		3		0	.7
625	2.5	(7*)	2.2		2.3	(1*)	2.3		0	.2
656	2	(5*)	1.5	(1*)	2	(2*)	2.8		0	1
697	.9	(5*)	.6	(1*)	.7	(1*)	0		0	0
701	1	(3*)	1.2	(1*)	1.25	(6*)	0		0	0
709	2.5		2		2.5		2.8		0	1
742	2.3	(2*)	2.5		2.25	(1*)	3		1	1
793	1	(8*)	1.6	(2*)	.4		1.2		0	.5
819	.9	(12*)	1.2	(4*)	.4	(3*)	0		0	0
861	2.0	(2*)	1.2	(3*)	1.2		2		0	0
900C	1.2	(7*)	1.4	(2*)	.8	(2*)	0		0	0
900G	1.3	(14*)	2	(3*)	1	(6*)	0		0	0
900J	1	(1*)	1.6	(2*)	1.8	(1*)	0		0	0
900P	.9	(10*)	1.4	(4*)	.5	(2*)	0		0	0
916	2	(17*)	1.6	(4*)	2	(7*)	0		2.5	0
917	3	(4*)	2	(1*)	3		2.8		1	1

NOTE: * is defined as those services provided by areas other than library media services.

PART X - LIBRARY/MEDIA SERVICE LEVELS

COLLECTION DEVELOPMENT

DISTNR	1-A	1-B	1-C	1-D	1-E	1-F	1-G	1-H	1-I	1-J	1-K	1-L	1-M	1-N	COMMT1
001	3*	3*	2	3	2	1	0#	0#	2	0	0	0	y	y	1G,H.All film/video is in prog clusters. 1M.Lib orders program materials, catalogs them. Programs keep in own areas. 1N.Library orders all program periodicals. Programs house in own areas.
011	3	3	2	2	3	2	3	2	3	3	2	0	y	y	1B.Use OCLC for cataloging. 1D.In process of creating subj. index to AV mtls. 1E.Use Datatrek automated serials checkin. 1M.Media orders, processes & catalogs all prog instr. mtls (pchsd w/ prog fnds)
022	3	0	2	3	2.5	0	3	1	1	1	2	2	y	n	1B.Inhouse conversion to MITINET in process. 1E.Uses EASYNET; but no autocheckin. 1F.Have concentrated on video over books. 1M.Many AV in program areas. 1M.Orders some AV/books for programs.
031	0	0	0	0	0	0	0	0	0	0	0	0	n	n	
077	3	0	2.5	2	2	1	3	1	2	1	1	0	n	y	1B.Have budgeted for retrospective conversion in FY9, considering Laserquest per SMILE. 1C.Using Circ. Plus; plans to use Catalog Plus. 1D.FY90 - Online to MSU. 1M.If AV is shared, M.Ctr. pays 1/2,ctl
152	0	0	0	0	0	0	0	0	0	0	0	0	n	n	
181	0	0	0	0	0	0	0	0	0	0	0	0	n	n	
206	3	1	2	2	2	1	3	1	1	1	2	1	n	y	1B.Northern Lights is doing conversion of records (via Laser Quest) to MARC free, in exch. for hsng. stf for project. 1M.Libry Media Spec. orders some AV for program to be housed in Media Ctr.
241	0	0	0	0	0	0	0	0	0	0	0	0	n	n	
256	3	0	2	1	1	0	3	1	1	1	1	0	n	y	1M.Programs order own print & AV. 1N.Media orders most magazines with Media $$; program's mag. are minimal & pd for by programs.
287N	3	0	2	1	0	2	3	3	2	1	0	2	y	y	1D.Dated bibliographies, nd. updating. 1E.No storage of back issues in IMC, depts. keep for 5 yrs. 1G.5,431 videotapes, 16mm films 400. 1H.Slides 1125,T.C.1479,SDFS1. 1L.No. of titles are guestimate.
287S	3	3	2	2	0	2	3	0*	1	2	1*		y	y	1A.Use LC cataloging. 1E.Back issues not stored;no indexes, no room. 1F.No inventory for several yrs. 1G.Not as accurate count but close. 1H.No time to count, no current inventory list.
347	1	0	2	1	1	0	0#	0	1#	0	0	0	n	y	1G.Most Film/video is decentralized in prog. areas, but Info Ctr. collection will be developed. 1I.83 periodicals ordered FY89. 1N.Period. order for TI programs & Info Ctr.
423	0	0	0	0	0	0	3#	0	0	0	0	0	n	n	
492	3	0	1	1	0	0	0	0	0	0	0	0	n	y	1G.School is video based training. 1J.All software purch'd by prog (Electron,Clerical,Sales) or admin.network. 1M.Libry orders AV for schl, but not print instr. mtls. 1N.Orders period for schl(140). 28 housed in libry, rest in prog.
535	3	3	2	2	2	2	2	2	2	1	2	3	N	Y	Films are continuous loops; 16 now borrowed from Dist. 1M.No centralized ordering but program materials are to be cataloged by IMC. 1N.Per. ordered by IMC-routed & housed in IMC.
564	0	0	0	0	0	0	0	0	0	0	0	0			
578	0	0	0	0	0	0	0	0	0	0	0	0			
595	3	0#	3	3	2	0	0	0	1	1#	2	3	n	n	1B.Plans to convert Winnebago to MARC format. 1D.Does bibliog on request. 1J.Most microprograms are in classrooms. 1M-N.Instructors have option to ord
625	3	0	2	2	2	2	0	0	1	0	0	2	y	y	1B.New items can be converted to MARC. 1G,H.AV (all but 14 items) is dectrizd. in progs. 1M.All print mtls are ordered by libr;AV by both prog & AV Dept. 1N.Lib orders all TI mags.; owns, houses 105.
656	3#	0	2	2	2.5#	0	0	0	1	1	2	2	y	y	1A.Dewey. 1E.Computer DB access,no autocheckin. 1M.Orders,catalogs all prog.AV. 1N.Programs keep periodicals.
697	0	0	0	0	0	0	0	0	0	0	0	0	n	n	
701	0	0	0	0	0	0	0	0	0	0	0	0	n	n	

PART X - LIBRARY/MEDIA SERVICE LEVELS

COLLECTION DEVELOPMENT

DISTNR	1-A	1-B	1-C	1-D	1-E	1-F	1-G	1-H	1-I	1-J	1-K	1-L	1-M	1-N	COMMT1
709	0	0	0	0	0	0	0	0	0	0	0	0	n	n	1F-K. All print and AV materials are decentralized, budgeted by and housed in program areas.
742	3	3#	2	2	2	2	3	2	3#	2	3	0	y	y	1B.Convert cat.g to d.base via CMLE (Laser Quest) Sum 89. 1I.R Ctr. buys prog periods. housed in R.Ctr.Microform for 3 yrs.back run. 1M.RCtr orders, ctlgs all prog instr mtls, pays for 75%.
793	0	0	0	0	0	0	0	0	0	0	0	0	n	y	
819	0	0	0	0	0	0	0	0	0	0	0	0	n	n	1A.Special Needs Resource Center circulates some print materials from programs.
861	0	0	0	0	0	0	0	0	0	0	0	0	n	n	1F-K. All print and AV materials are decentralized, budgeted by and housed in Program areas.
900C	0	0	0	0	0	0	0	0	0	0	0	0			
900G	1	0	2	.5	0	0	0	0	0	0	0	0	n	n	1A.Gr. Falls has contract w/ SWSU-Marshall for collctn dev. Dewey (no MARC). 1F.SWSU is prov. $5500 worth of ref, gen ed bks in '89. Cat cost=$500. Libr.=$1500. 1I.SWSU is prov. $2500 period. in '89.
900J	0	0	0	0	0	0	0	0	0	0	0	0			1A.C & K Uband wired into 4 rooms.
900P	1	0	2	1	0	0	0	0	0	0	0	0	n	n	1E.Back issues retd by progs. are housed in Lib-no holding record kept. 1G.Films/videos are decen. in prog areas. 1H.Other AV is decen. 1M.Instr. order own instruct. mtls.-prntg, AV, period.
916	0	0	2	1	2	0	3	0	0	1	1	NA	y	y	Comments for Part X pertain largely to Teacher Learning Res. Ctr. 1A. Catalog is not Dewey/LC; coded to Task Analyses. 1M,N. TLR Ctr. clerical stf orders mtls upon instructor's request for all LRCs.
917	3	0	2	2	1	0	1	1	1	1	1	1	y	y	1C.AV but not print are circ in Ext hrs. 1M.Other collections are in prog areas. Lib. processes mtls,routes to prog.,keeps title index 1N.Mags are ordered, checked in & routed to prog, kept only 3 mo.

PART X - LIBRARY/MEDIA SERVICE LEVELS

SELECTION OF MATERIALS

DIST NR	2-A	2-B	2-C	COMMT2
001	1#	0	.5	2A.Uses district policy-selection done by instructors.
011	1	3	2	Anoka TI uses District selection policy.
022	1#	2	2	DL TI uses District policy.
031	0	0	0	
077	1	2	2	2A.Uses District 77 policy.
152	0	0	0	
181	0	0	0	
206	0	1	2	
241	0	0	0	
256	0	1	2	
287W	0	0	0	2A.Not available in file. 2B.Updates routed to programs but few reviewing sources. 2C. Routes updates & descriptions to instructors.
287S	0	2	1	2A.Old 1976 policy, no longer followed, rewriting will be done.
347	0	1	1	
423	0	0	0	
492	3	0	1	
535	3	2	2	2.A: Adopted from District policy, not submitted to Board for approval.
564	0	0	0	
578	0	0	0	
595	1#	2	2	E.Grand Forks uses District selection policy.
625	0	2	1	
656	1	3	3	2A.Uses Dist. Selection Policy.
697	0	0	0	
701	0	0	0	

PART X - LIBRARY/MEDIA SERVICE LEVELS
SELECTION OF MATERIALS

DIST NR	2-A	2-B	2-C	COMMT2
709	0	0	0	
742	1#	2	2	St. Cloud TI uses District selection policy.
793	0	1	1	
819	0	0	0	
861	0	0	0	There is no librarian to perform these services.
900C	0	0	0	
900G	0	0	0	
900J	0	0	0	
900P	0	.5	0	2A.Has only catalogs for print & AV.
916	0	2	0	
917	3	2	2	

PART X - LIBRARY/MEDIA SERVICE LEVELS

ACQUISITION OF MATERIALS

DIST NR	3-A	3-B	3-C	COMMT3
001	2	0	3	
011	2	2	3	
022	2	2	0	Policy in progress, but but not fully implemented.
031	0	0	0	
077	2	2	1	3C.Informal understanding on prog/media ctr purchase responsibility.
152	0	0	0	
181	0	0	0	
206	2	2	0	
241	0	0	0	
256	2	0	0	
287N	2	2	3	3C.Department purchase policy used are district policy.
287S	3	3	3	
347	2	2	0	
423	0	0	0	
492	2	2	3	
535	2	1	3	
564	0	0	0	
578	0	0	0	
595	2	3	0	Policy in progress, but needs time to be accepted.
625	2	2	1	3C.If only 1 prog will use AV or print item, it comes out of their budget. Policy is informal & unwritten.
656	3	0	0	
697	0	0	0	
701	0	0	0	

PART X - LIBRARY/MEDIA SERVICE LEVELS

ACQUISITION OF MATERIALS

DIST NR	3-A	3-B	3-C	COMMT3
709	0	0	0	
742	2	2	3	
793	2	0	0	
819	0	0	0	All materials are decentralized in programs.
861	0	0	0	
900C	0	0	0	
900G	1	0	0	
900J	0	0	0	
900P	1	0	0	
916	2	0	3	
917	2	2	0	

PART X - LIBRARY/MEDIA SERVICE LEVELS

REFERENCE

DIST NR	4-A	4-B	4-C	COMMT4
001	3	2	1	
011	3	1	2	
022	3	2	1	Uses SURE services for database searching. Ref. bks. integrated into collection.
031	0	0	0	
077	3	2	1	
152	0	0	0	
181	0	0	0	
206	3	2	1	
241	0	0	0	
256	1	1	0	4A.Doesn't have extensive reference collection.
287N	1	1	2	4A.Media prof. 1/2 time so qstns answered by secr. 4C.All bks are reference & nonfiction.
287S	1	2	1	4A.Prof. only 1/2 time. Clericals help with questions. 4C.Not an accurate count. Inventory in spring. Interfiled w/ circulating books.
347	1	0	0	There is not sufficient funding to develop a start up reference collection.
423	0	0	0	
492	1	1	0	
535	3	1	1	4C: Librarian places ref materials in circ. collection.
564	0	0	0	
578	0	0	0	
595	3	1	1	
625	.2	1.5	1	
656	3	3	0	
697	0	0	0	
701	0	0	0	
709	0	0	0	

DIST NR	4-A	4-B	4-C	COMMT4
709	0	0	0	
742	3	3	2.5	
793	0	0	0	
819	0	0	0	
861	0	0	0	
900C	0	0	0	
900G	0	0	0	
900J	0	0	0	
900P	.5	.5	0	
916	0	0	0	
917	3	2	1	

PART X - LIBRARY/MEDIA SERVICE LEVELS

ACCESS TO INFORMATION OUTSIDE THE TECHNICAL COLLEGE

DIST NR	5-A	5-B	5-C	COMMT5
001	3	0	1	5C.Participates in MINITEX.
011	3	3	3	5C.Anoka TI participates in MINITEX, Metronet, OCLC.
022	3	2	1	5A.Uses Northern Lights multi-type, D Lakes PL, and District (HS & Elem) libraries.
031	0	0	0	
077	1	0	1	5C.Participates in SMILE.
152	0	0	0	
181	0	0	0	
206	2	0	1	5C.With Northern Lights Lib multitype;MINITEX.
241	0	0	0	
256	1	0	1	5C.In Minitex, SELS multitype & Red Wing librarians.
287N	0	0	0	5A.Plan to have Henn Co. Libry catalog on microfiche avlble. 5B.No comp avlbe. 5C.Plan to join lib. network via modem.
287S	0	0	0	
347	0	0	3	5A.Local ILL is precluded by lack of collection to share.
423	0	0	0	
492	3	0	3	
535	3	0	3	5A:Mbr. of SELS. Union list of serials in SE MN- multityp systm. ILL avlble. Works with Rochester Pub Lib & MINITEX.
564	0	0	0	
578	0	0	0	
595	3	0	1	5A,C.Uses Northern Lights multi-type and UND Med Library.
625	2	0	0	
656	3	3	3	5C.Uses SELS,SELCO and local & other districts, MSU.
697	0	0	0	
701	0	0	0	

PART X - LIBRARY/MEDIA SERVICE LEVELS

ACCESS TO INFORMATION OUTSIDE THE TECHNCIAL COLLEGE

DIST NR	5-A	5-B	5-C	COMMT5
709	1	0	0	5A.Uses North Country Library Cooperative
742	3	1#	3#	5B.St.Cloud offers DB searching via CLME. 5C.Network member - CMLE,CMER,Minitex,MECC.
793	1	0	1	5C.Member of Central MN Library Exchange.
819	0	0	0	5A.TI is exploring relationship with Kitchigami Regional Library.
861	0	0	0	
900C	0	0	0	
900G	0	0	0	
900J	0	0	0	
900P	0	0	0	
916	1	0	0	
917	3	2	3	

PART X- LIBRARY/MEDIA SERVICE LEVELS

CURRICULUM MATERIALS SEARCHING

DISTNR	6-A	6-B	6-C	COMMT6
001	1	2	0	
011	2	3	3	
022	2	2	2	
031	0	0	0	
077	1	2	1	
152	0	0	0	
181	0	0	0	
206	2	1	1	
241	0	0	0	
256	1	1	1	
287N	1	1	0	6A.Pln to contact instrs next yr 7/89/Long time cler stf assists with this. 6C.Lmtd to film catalog & locator.
287S	1	0	1	6B.Half time position only.
347	1	1	0	
423	0	0	0	
492	3	1	0	
535	1.5	2	2	
564	0	0	0	
578	0	0	0	
595	1	3	1	
625	1	1	1	
656	2	3	3	
697	0	0	0	
701	0	0	0	
709	0	1*	0	Curriculum Developmt coordinator does some searching for resources.
742	2	3	2	
793	1	2	1	
819	0	0	0	
861	0	0	0	
900C	0	0	0	
900G	0	0	0	
900J	0	0	0	
900P	.5	.5	0	
916	0	0	0	
917	2	3	2	

PART X - LIBRARY/MEDIA SERVICE LEVELS

ORIENTATION FOR STAFF/STUDENTS

DIST NR	7-A	7-B	7-C	COMMT7
001	3	0	3#	7A.Media orient to stf-lib. orient to stf upon req. 7C.Lib instr for stdts provided by instructors request-no media instr provided.
011	3	3	3	
022	3	0	3	All DLTI students receive library orientation.
031	0	0	0	
077	0	0	0	
152	0	0	0	
181	0	0	0	
206	3	0	3	7C.15 of 36 programs sent students for orientation.
241	0	0	0	
256	3	3	0	
287N	3	0	0	7A.Dept. chrprsns bring new stf to IMC. 7B.Not done. 7C.Dirct hnds on as req.&needed.
287S	0	0	0	
347	0	3	0	
423	0	0	0	
492	3	0	3	
535	3	3	3	
564	0	0	0	
578	0	0	0	
595	3	0	3#	All EGF TI students receive library orientation.
625	0	0	1	7A.Limited by staff time.
656	3	0	3	
697	0	0	0	
701	0	0	0	
709	3#	0	0	Media Services provides staff orientation.
742	3	1	1#	St.Cloud provides orientations upon instructor's request on "as needed" basis.
793	0	0	0	
819	0	0	0	
861	0	0	0	
900C	0	0	0	
900G	0	0	0	
900J	0	0	0	
900P	0	1	0	7A.On informal one to one basis. 7B.On one to one basis.
916	1	0	0	7A.Limited one on one orientation for new instructors.
917	3	0	3	

PART X - LIBRARY/MEDIA SERVICE LEVELS
DIRECT INSTRUCTION TO STUDENTS/STAFF

DIST NR	8-A	8-B	COMMTS
001	2	0	
011	2	3	
022	2	1	DLTI librarian teaches 10 hr. course on job search.
031	0	0	
077	0	0	
152	0	0	
181	0	0	
206	1	2	
241	0	0	
256	2	2	
287N	0	0	
287S	1	1	8A.One on one with students.
[illegible]47	1	3	
[illegible]1	0	0	
492	1	1	
535	2	1	8B.Provided on informal basis.
564	0	0	
578	0	0	
595	1#	3	8A.Provides one on one instruction for students.
625	1	0	
656	2	2	
697	0	0	
701	0	0	
709	0	3	
742	2#	3	8A.Lack of time precludes "selling" service.
793	0	0	
819	0	0	
861	0	0	
900C	0	0	
900G	0	0	
900J	0	0	
900P	0	0	
916	0	0	
917	2	3	

PART X - LIBRARY/MEDIA SERVICE LEVELS

COMMUNICATIONS

DIST NR	9-A	9-B	9-C	9-D	COMMT9
001	1#	2	1	0	9A.As part of school newsletter.
011	1	3	2	3	
022	1	1	1	0	
031	0	0	0	0	
077	0	1	2	0	
152	0	0	0	0	
181	0	0	0	0	
206	0	3	2	0	
241	0	0	0	0	
256	1	1	1	0	
287N	1	0	1	0	9A.School newsletter. 9B.Not enough time.
287S	1	1	1	0*	9A.In house school newsletter avible for use by IMC stf. 9B.Dated lists, need revision.
347	0	1	1	0	Lack of time, support staff, and developed services preclude more then basic commun.
423	0	0	0	0	
492	0	1	0	0	
535	1	3	2	3	
564	0	0	0	0	
578	0	0	0	0	
595	3	3	3	3	
625	0	1	0	0	
656	2	2	2	2	
697	0	0	0	0	
701	0	0	0	0	
709	3	0	2	0	9D. In process for fall, 1989
742	2	1	2	3	
793	0	0	0	0	
819	0	0	0	0	
861	0	0	0	0	
900C	0	0	0	0	
900G	0	0	0	0	
900J	0	0	0	0	
900P	1	1	1	0	9A.Provides library information in school newsletter.
916	0	0	0	0	
917	2	3	3	3	

PART X - LIBRARY/MEDIA SERVICE LEVELS
AV EQUIPMENT

DIST NR	10-A	10-B	10-C	10-D	10-E	10-F	10-G	10-H	10-I	10-J	10-K	10-L	10-M	10-N	10-O	10-P	10-Q	10-R
001	3	3	3	3	2	3	3	1	3	3	3	2	0	2	1	0	0	3#
011	3	2	3	3	2	3	3	3	3	3	2	3	2	3	1	0	1	2*
022	1	1	3	3	2	3	1	1	2	3	2	0	2	2.5	1*	0	0	2*
031	1	2	3	3	2	2	2	0	1	3	2	3	0	2	1	0	0	2*
077	2	2	3	0	1	2	.5	1	1	3	1	1	1	1	1	0	1	3*
152	2	2.5	3	3	2	3	3	1	3	3	1	1	0	3	2	0	0	3*
181	3	2.5	3	3	2	3	3	1	2	3	2	2	2	3	1	2	2	3
206	2	3	3	3	2	3	3	2	3#	3	3	0	1	3	3	0	0	3*
241	1	2	3	3	1	3	3	3	2	1	1	1	0	2	1	0	1	2*
256	2	2	3	3	2	3	3	1	3	3	3	2	3	3	1	1	0	3*
287N	3	2.5	3	3	2	3	3	3	3	3	3	3	0	3	1	0	0	2*
287S	3	3	3	3	2	3	3	3	2	3	3	0	2	3	2	1	0	2
347	2	3	3	3	2	3	3	0	3	3	2	#	0	3	1	0	0	2#
423	0#	1#	3	3	1	3	3	2	2	2	0	0	0	3#	0	0	0	3*
492	0	3	3	3	2	3	3	2	2	1	2	3	2	2	1	0	0	1*
535	2.5	2.5	0	3	2	3	0	2	3	3	3	2	3	2	2	1.5	0	2*
564	2*	2	3	3	2*	2	2	1	3	3	2	2	3	2.5	2	0	0	3*
578	1	2	0	0	1	1	1	1	.5	2	0	0	1	1	1	1	0	3*
595	3	2.5	3	3	2	3	3	1	3	3	2	2	3	2	1	0	3	3*
625	3	3	3	3	2	3	3	3	2	3	3	3	0	2	2	2	0	2*
656	2	2	3	2	2	2	1	2	2	3	2	0	2	2	2	0	2	3*
697	2	2.5	3	3	1	.5	.5		1	3	2	0	1	1.5	1.5	0	0	3*
701	3	2	3	3	2	3	3	1	3	3	2	2	0	2.5	2	3	0	3*
709	3	3	3	3	3	3	3	3	3	3	3*	3	0	2	2	0	0	1
742	3	2.5	3	3	2	3	3	3	3	3	3	2	3	2	2	1*	0	2#
793	0	2.5	3	3	2	3	3	1	2	1	3	0	1	2	2.5	1	0	3
819	0	0	3	3*	1*	1*	1*	0	1*	3*	1*	0	1*	1*	1*	0	0	3*
861	2	2	3	3	3	3	3	2	3	3	2	2	2*	2	1	0	0	3*
900C	1	2	3	3	1	3	2	1	1	3	2	3	0	1	1.5	0	0	2
900G	0	2.5	3	3	1	1	0	1	3	2	3	0	0	2	1	0	0	2*
900J	2	2	3	3	2	3	2	1	2	0	2	2	1	1	1	0	0	2
900P	0	2.5	3	3	2	2	1	1	2	2	2	0	1	2	1	0	0	3*
916	3	3	3	3	2.5	3	3	3*	3	3	2	3	3	3	2	0	0	3*
917	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3

PART X - LIBRARY/MEDIA SERVICE LEVELS
AV EQUIPMENT

DIST NR	COMMT10
001	10R.AV lab has 5 computers to circ, no printers.
011	10R.Central Computer labs.
022	10O.In Distributive Ed. 10R.Computers in Program areas.
031	10. All AV equipment is decentralized in programs.
077	10D.(These are still used in various areas.)
152	10R.5 MACs and 200 IBM's in classrooms. 10.AV equipment decentralized with loan equipmt. circulated by .33 FTE secretary.
181	
206	10R.In program areas.
241	10J.Overheads purch'd in 70's need replacing. 10B.Computers available in 2 school labs, Spec. Needs area, and Instructional areas.
256	10R.In program areas.
287N	10A.Most AV equipment is old, needs replacement, despite high numbers. 10R.Computers in program areas.
287S	
347	10L.Phonograph phased out. 10R. Computer labs in Bus, Sales,; Info Ct has 10 MAC's (Related Instruct).
423	10A.AV equip purch'd by Media now in prog areas-not under ctrl of AV area. 10B.16mm proj. used in film chain-don't use 16 mm proj. for instr. 10D.Avlble in Sales & Mktg for a fee 10E.Avlble in Admin.
492	
535	10R.Computer service in program areas.
564	10A.Mine Safety Inst. has AV equip. collection. 10E.In program areas. 10G.Not used much. 10M.In St Svcs. 10R.In program areas & 3 computer labs (IBM)
578	10R.In program areas.
595	10R.8 computers available for students/staff in Library. MAC and IBM Computers available in program areas.
625	10M.Library houses some AV; all AV is pd for by programs & most is housed in program areas.
656	10R.Computer Specialist in Business Dept.
697	10R.Computers are in program areas.
701	10P.Prov by Adminst.
709	10R.Assists instructors using Media Services computers. All computers purchased by indiv. programs.
742	10P.Available in Automotive Dept. 10R.Computer avail. in R.Ctr.; also in all School IBM and MAC labs, plus program labs - Bus. and W.P.
793	
819	10A.AV Equipment is decentralized in program areas.
861	10M.Microfilm located in 3 program areas. 10O. 2 cameras, no camcorder. 10R. Computers are distributed among program areas.
900C	
900G	
900J	
900P	10A.There is no loan AV equipment - all equipment is decentralized. 10R.In program areas.
916	10H.In AV TV Production. 10R.In program areas.
917	10R.Computers purchased by program;inventoried and maintained by AV staff.

PART X - LIBRARY/MEDIA SERVICE LEVELS
AV MATERIALS PRODUCTION

DIST NR	11-A	11-B	11-C	11-D	11-E	11-F	11-G	11-H	11-I	11-J	11-K	11-L	11-M	11-N	11-O	11-P	11-Q	11-R	11-S	11-T	11-U	11-V	11-W
001					1	0	3*	2	2	2*	2	2	0	0	3	0	1	3	2	0	2*	3*	3*
011					3	3	3	3	3	2	1	1*	0	0	3*	2*	1	1	1	0	2	3*	1*
022					0	0	0	1	1	0	0	1*	0	0	0	1	1*	2*	0	1	1*	3*	2*
031					0	0	0	1	2	1	1*	1	0	0	3	1.5	1	1	0	0	2	3	2
077					3	3		1	2	2	3	1	1	0	3*	1*	1	1*	1*	1*	1	3	2*
152					0	0	0	1	2*	1	2*	1*	0	0	1*	2*	1*	3*	1*	1*	2*	3*	2*
181					1#	1	0	1	1#	1	2#	2#	0	0	3	2*	1#	3#	3#	3#	2#	3#	3#
206					2	2	0	1	2	2	2	1	0	0	3	1	1	3*	2*	2*	2	3*	3*
241					1	1		1	1	1.5	1	1	3	0	1	0	1	2	0	2	1*	2*	0
256					1	1	0	1	1	1	2	2	0	0	1	1	1	2	0	1	2	3	2
287N					3	3	3	3	3	3	3	2	2	0	3	1	1	2	0	2	2	3*	1*
287S					3	3	3	3	3	3	3	2	1	0	3	2*	1	2	1*	2	3	3*	3*
347					0	0	0	1	1	1	3	2*	0	0	3	1	1	1	2	1	0	3*	3*
423					1	0	0	0	0*	3*	2	1*	0	0	0	1.5*	1	0	0	0	0	2*	2*
492					1*	2	3*	1	1	3*	3*	1,3*	0	0	3*	2*	3	1	3*	3*	3*	3*	1*
535					1	1		1	2	1	2	1	2	0	3	1	1	1	1*	1*	2*	3*	3*
564					0	1	3*	1	2*	3*	1.5*	1*	0	2*	1*	1.5*	1*	0#	1.5*	0	2*	3*	2*
578					2	2	0	2	2	1	1	1*	0	0	0	1*	0	0	0	0	2*	3*	0
595					0	1		1	2*	1	2	1	2	2*	3	1,2*	1	2*	2	1	2	3*	1*
625					3	3	3	3	3	3	3	3	3	0	3	1*	1*	3	0	3	2*	3*	3*
656					2	1		2	1	1	2	3	0	0	3	3*	1	3*	3*	3*	2	3	2
697					1	1	0	1	1	1	1	1	1*	0	1*	1	2*	0	0	0	0	2	2*
701					1	1	0	1	2	1	1*	1	0	0	0	2*	1	0	0*	0	1	3	0
709					2	2	3	2	2	3	3	2	3	0	3	3#	3	3#	2	3	3	3	3
742					2	3	3	3	3	3	3	2	2	3	3	1	1	1	2#	1	2.5	3#	3*
793					1*	1	0	1	0	1	1	1*	0	0	0	1	1	1*	2*	2*	2*	2*	1*
819					1*	1*	0	1*	0	1*	1*	1*	0	0	3*	1*	0	0	0	1*	2*	3*	0
861					3	3		1	2	1#	1	1	3	0	0	1*	1	3	3	3	2	3	3
900C					1	1	0	1	0	1	0	1	0	0	3	2*	3*	0	2*	0	2*	3*	1*
900G					0	0	0	1	2*	1*	2*	2*	0	0	3*	2*	1*	1*	2*	0	2*	3*	2*
900J					1	1		1	2*	1	1	1	1	1	3	1	1	1	0	0	.5	3	1
900P					1*	0	0	0	0	1	0	1*	0	0	0	1*	1*	2*	1*	0	2*	3*	2*
916					3*	3*	3*	3*	3*	3*	3*	2*	2*	0	3*		1*	3*	2*	1*	2*	3*	
917					3	3	3	3	3	3#	3	3	2	3*	3	3	1	3	3	3	3	3*	3*

PART X - LIBRARY/MEDIA SERVICE LEVELS

AV MATERIALS PRODUCTION

DIST NR	11-X	11-Y	11-Z	COMMT11
001	3*	2*	3	11G,J.In Media Production program. 11U.In prog areas. 11V,X.In Reprographics area. 11W.In Grphcs & Reprogrphcs. 11Y.In Cnslg-Sp Nds.
011	0	2*	0	11K.Media staff must circulate video decks used for duplication. 11S.Self service with Media Center MAC.
022	0	0	0	11L&Q.In Mailroom(copiers). 11R.In Letter/Sign Prog. 11U.In Adminstration. 11V-W.In Mailroom.
031	2*	3*	0	11K.Avlble in District or BSU. 11S.Will begin in FY90. 11U.Avlble in prog areas. 11X.Avlbe at District. 11Y.In Sp Nds & Bus. Dept.
077	3*	2	1	11E.Avlble in Dist. 77 (partial salary pd by MTI). 11O.Done in grphcs dept or dist AV ctr. 11P.Avlble for checkout in acct & secr areas. 11R,T,W,X.Avlble in grphcs dept. 11S.Avlble thru mktg dept.
152	0	3*	0	11I.In Adminst. Supp program. 11K.In Electronics. 11L. in program areas. 11O.At District. 11P,Q,U-W.In Copy Room. 11R-T.In Commercial Art. 11Y.In Staff Lnge, Inst. Resource Ctr, Special Needs.
181	3#	2*	0	11E,I,K,L,Q,R,S,T,U,V,W,X.In reprographics. 11P.In Administration 11Z.In Support Services.
206	0	2	0	11L.In Reprographics for stf. In LRC for sdts. 11R,V,W.In Reprographics. 11S.In Commercl Art-computer for stdts. 11T.In Commercl Art. 11U.For stdt use in LRC.
241	0	0	2	11J.Uses Dist. editing equipmt. 11O.Laminating at Dist. 11U.Program areas. 11V.Administ.
256	2	0	1	11U.Small vol. duplic at Tower View Media Ctr. also.
287N	3*	3*	2	11V.In Administ. & Copier Room. 11W.In Copier Room. 11X.In Graphics program. 11Y.In Career Assmnt & staff area.
287S	3*	2*	0	11P.In Admin. 11S.Media Prod. uses Electr. Publ. Prog facilities to serve Inst. stf. 11V.Admin. 11W.Copier rm. 11X.Grphcs Comm prog. 11Y. Assmnt. Ctr.
347	0	2*	0	11L.Provided by Offset Printing. 11W.By Administrative. 11V,W.Avail. in Offset Printing. 11Y.Available in Program areas.
423	3*	2*	0	11I.In Adminst. Supp area. 11J.In conjunction with Video Tech prog. 11L.Instr. stf makes transp. on copy machines. 11N.Adeq. # avlble in prog.-nothing avlble for checkout. 11P.Done in prog areas with
492	3*	1*	1	11E.Provided by Public Info Specials. 11G.Radio TV Broadcasting cls does mktg spots. 11J,K.Prov by Austin Public TV station to instrcts (mtls cost). 1
535	3*	3*	1	11J.Video production is minimal level-taping a lecture, etc. 11S,T.In Marketing. 11V,W,X.At District. 11Y.In Tchr Lounge & Health.
564	0	3*	0	11G,I,J.In Radio & TV Brdcstng. prog. 11L.In Admin. 11M.In Stdt Svcs. 11O.In Distr. AV ofcs-NW Reg. ECSU. 11P.In Admin & St Svcs. 11Q.In Ext. 11R.Contract out. 11S.Secretaries in St Svcs. 11U.In Elect
578	1*	0	0	11L,P.In Administ. 11U,V.By Administ. 11X.Use outside service Dist Printing
595	3*	1*	0	11I.In Testing Ctr.(Secretarial). 11N.In Student Services. 11P,R,V-Y.In Reprographics Ctr. 11X,Y.In District.
625	3*	3*	0	11J.Video prod. by Media stf lrgly for promo/mktg purposes. Inst. do some prod. 11P.Inst. use comp. in prog areas, labs 11Q,V.In Dup. 11U.In Admin, Lib, Prog. 11W,X.Grphc Arts. 11Y.Dup.,Career Ctr.
656	3	2*	0	11P-T.Handled by Administration. 11Y.Provided in Student Services.
697	2*	0	0	11M,O.By Sr.High. 11Q,V,W.In Graphics Arts program.
701	0	3*	1	11K.Svc. provided by Mine Safety/Telecomm. to all staff. 11S.Microcomp. Prog & Sales using desktop publ. 11Y.In Stud Svcs & Sp Nds.
709	3	2	0	11P.Offers typing/WP to T & I. 11R.Offers lettering via MAC only.
742	3*	0	0	11S.Need more staff to provide full service. 11U.Color copier,no day staff. 11W-X.In Graphic Arts dept.
793	0	2	0	11E.Camera & Stdt Photographers avlble. in Photo Tech. 11L.In Copier area-Admin. 11R,T.In Commer Art. 11S.In Admin & Ext. 11U.In Mail Rm,Sp Nds,Ext. 11V,Y.In Mail Rm. 11W.Some prntg done in Grph. Arts
819	0	2*	0	11E,O,V.In Administration. 11F,H,U.In program areas. 11J,K.In Cable TV program. 11L.In Faculty workroom. 11P.In Sp Nds & program areas. 11T.In Advert/sales. 11Y.In Sp Needs.
861	0	2*	3	11J.Media staff provides service by utilizing commercial production facilities. 11P.Typewriters available in Business Dept. 11Y.Serviced by Administration.
900C	0	3*	1	11L.In Copier area. 11O.In Daycare. 11P.In Administration & W. Study Students. 11Q. In copier area & printing area. 11S,V.In Admin. 11U.In prog areas. 11W.In printing. 11Y.In Ag & Admin.
900G	3*	2*	0	11I.In Business Program. 11J.In Special Needs. 11K,O,V,W,X.In Bookstore. 11P,S.In Administration. 11U.In Program area. 11Y.In Fluid Power only.
900J	0	0	1	11I.In Business. 11U.Copier available only in Ag, Special Needs & Admin (1-5 copies). No student access.
900P	0	3*	0	11E.In marketing. 11L,Q,V,X. In copy room. 11P.In program areas & Sect lab. 11R.Via Extension Director. 11S.Via marketing. 11U.In copy room & in some office areas. 11Y.In Student Services & Business.
916			2*	11E,F,G,H,J,K,L,M,O,Z.By AV/TV Production prog. 11I.In AV Repair Dept. 11Q.In Graphics (program & services). 11R.In AV/TV program. 11S,T.In Graphics. 11U.In Admin. area & programs. 11V.In Copier area.
917	3*	3	3#	11J.Have hdwre, but personnel has been cut back, thus reducing production. 11V,W,X.In Central Duplicating. 11Z.Drafting now on MAC.

PART X - LIBRARY/MEDIA SERVICE LEVELS

TELECOMMUNICATIONS

DISTNR	12-A	12-B	12-C	12-D	12-E	COMMT12
001	1	3	1	0	1*	12A.Uses CC CBand;Kband to be instld FY89. 12B.Does uplnk via Midwest Cable & WCCO TV (microwave & satellite) JTPA grant. 12E.In Admin.
011	2	0	2	3*	2*	12D.In Administration. 12E.In Administration & Media Center.
022	3#	0	2	0	2*	12A.Delivered but not installed. 12D.Part of Heartland Interactive (to be added). 12E.In Admin.
031	1*	0	1*	3*	2*	12A,C.In Extension. 12D,E.In Administration.
077	2	0	1	3*	2*	12A.3C & 2KU dishes in bldg-1 set in Telec Ctr, 1 set in clasrm & 1C in KIDS proj. 12D,E.In Admin.
152	3	0	3*	3*	2*	12C.Electronics manages downlink; Ext. manages mktg. of teleconferences. 12D,E.In Admin.
181	1	0	2*	3*	2*	12C-E.In Administration.
206	2	0	3	3*	2*	12C.Learning Resource Ctr stf works in conj. w/ Sm Bus Mgmt Ctr. 12D,E.In Administ.
241	2	0	1	3*	2*	12D&E. Available in Administration.
256	1	0	1	3*	2*	12D,E.In Administration.
287N	3	0	1	3*	2*	12D,E.In Administration.
287S	2	0	1	3*	2*	
347	1	0	2	0	2*	12E.Available in Administration.
423	1.5#	0	3*	3*	1*	12A.Have lg. group mtg facility but no lg screen proj. 12C.In conj w/ Ext.
492	1	3*	3*	3*	3*	12A.Have lg grp mtg-w/ monitors, not lg screen proj. 12B.Hndld by Public TV 12C.Hndld by Ext. & Public TV 12D.Hndld by Grphcs 12E.Hndld by Admin.
535	2	0	2.5	0	2*	12E.In Administration.
564	2*	0	2*#	3*	2*	12A.In Electr./managed by Ext. 12C.Will begin in FY90. 12D,E.In Administ.
578	2	0	1	0	2*	12E.In Administration.
595	2	0	1	0	2*	12E.In Administration.
625	2	2	2	3	2*	12B.Uplnk via microwave to Wrld Trd Ctr-In June,-uplnk avlble at Trd Ctr. 12E.In Admin.
656	2	0	2	0	2*	12A.As of 5/89.
697	1#	0	0	0	2*	12A.Equipmt to be installed. 12E.In Administration.
701	2	0	2	0	2	12E.Administration.
709	2	3	2	0	2	
742	3	2	2.5#	3	2	12C.Provided in conj. with Extension.
793	1	0	2	3*	2*	12C.In conjunction w/ Extension who is planning consortium
819	1*	0	1*	2*	2*	12A,C.In Cable TV. 12D,E.In Administration.
861	1*	0	1	2*	2*	12A.Dish managed by Electronics. 12C.Media, Electron., Ext. provide teleconferencing. 12D,E.In Administration.
900C	1	0	1	3*	2*	12A.To be installed this year. 12D,E.In Administration.
900G	3*	0	1	3*	2*	12A,D,E.In Administration.
900J	1	0	2	3*	2*	12E. In Telecommunications & in Administration.
900P	1*	0*	1*	3*	2*	
916	2*	0	1*	3*	2*	12D,E.In Administration.
917	2	2	3	3*	0	12D.In Administration.

PART X - LIBRARY/MEDIA SERVICE LEVELS

OPERATIONAL SERVICES

DIST NR	13-A	13-B	13-C	13-D	13-E	13-F	13-G	13-H	13-I	13-J	13-K	13-L	COMMT13
001	1	3*#	3	3	3	3	2	3	2	1	0	3	13B.Provided in MCC library-MTI students mimimal use. Most viewing occurs in classrm.
011	3	3	2	3	3	2	3	3	2	3	3	1	13L. Has Checkpoint security system.
022	3	3	3	1	3	3	3	1	1	1	1	0	13E. Maintained by Adminst. 13J.Uses District policy.
031	1	0	0	0	1	0	3	1*	1	1	2*	0	13G.District does AV maintenance on contract. 13H.In district.
077	3	2	2	3	1	2	3	2	2	1	3*	1	13A.MTI media rec. reqsts & forwrds to Dist. 77(K-12). 13K.In prog areas; Computer Maintenance program helps.
152	1	0	0	0	3*	1*	1*	0	1	1	3*	1	13E. In Administ. 13F.Mgr for Instruction, Operations Mgr., and programs order AV Equipment.
181	1	0	0	3	2*	2	3	1	2	1	3	1	13E.In Business Manager area.
206	3	1	2	3	1	3	2	2	2	3	3*	0	13K.By computer coordinator.
241	1	0	0	3	1	2	2	0	0	1	1*	1	13K. Handled by programs.
256	2	2	3	3	3	3	3	2	1	2	3*	1	13K.Handled by extension.
287N	3	3	3	3	3	3	3	3	2	3	2	2	13K.Computer Ctr. gives staff access.
287S	3	3	3	2	3	3	3	3	3	3	3*	1	13D,E.In Admin. 13G.Contracts w/ private firm to have tri-wkly maintenance of AV equip. 13K.Computer Ctr. provides service.
347	0	2	2	1	2	2	1#	1	1	0	2	3	13G. Uses area ECSU for repair of AV equipmt.
423	1	0	0	3	0	2	1#	1	0	0	1	1	
492	3	1	1	2#	2#	3	1	1	1	3	3*	1	13D.Maintenance staff & Public TV stf help in this area. 13E.Not up to date -2 yrs old. 13K.Instrctnl. stf does svc for each other (secr & electronics
535	1.5	2.5	3	3	3	2	2.5	.5	1.5	1	3	3	13A.Instructors order rental films via District. IMC Ed. Asst. picks up & returns films.
564	1	0	0	0*	3*	0*	1*	1*	2*	1	3#	1*	13D.Inst. w/ expertise help others (electr.) 13E.Bus. ofc. 13F.Dept. prepares req., approved by Admin. 13G,H.ESCU svcs. 13I.Bus.Office.
578	1	0	0	3	1	3	2	1	1	1	0	1	13J.Uses dist. policy. 13K. Prov by computer inst. 13L.By dept.
595	3	3	3	3	3	3	3	3	2	1	3	3	
625	1	0	3	3	3	2	3	3	2	1	3*	3	13L. Has 3M Security System.
656	2	2	3	3	1*	3	2	2	2	1	2*	1	13B.Not wired for AV, no space. 13J.Cpyrght plcy, tho not wrtn, schl plcy is adhered to by Media Dept.
697	1	1	0	2	1	1	1	1*	0	0	0	0	13E. Fiscal Mgrs. responsibility. 13K.Available in Prog.areas.
701	1	0	0	1*	3*	1*	2*	0	0	1	3*	3*	13H. By District High School.
709	1.5	1	3	3	3	2	2	2	3	3	3#	3	13D,E,F,L.By AsstDir 13G.By Elec.Dept. 13K.By Microcmp prog inst to all staff.
742	3	3	3	3	3	3	3*	2	2	0#	2	0	13A.Media orders District films; Instructors order direct films.
793	1	0	0	0	3	0	1	0	0	0	0	0	13G. Yearly cleaning done by Dist. Media. 13J.No Board Policy, but R.Ctr. has procedure.
819	1	0	0	0	1*	0	1*	0	0	1*		0	13F.In program. 13G.In Electronics & sent out.
861	1	0	0	3	2	2	3	1	1	0	0	2	13G.H.S. AV Technician services equip. 13J.Use Wadena School Dist. K-12 policy.
900C	1	0	0	0	3	0	1*	0	1	0	3*	0	
900G	1	0	0	0	2*	0	1*	1*	1*	1*	3*	0	13G.Uses Montevideo ESCU. 13K.Use SWTI district computer resource person & Administrative secretaries.
900J	3	0	0	3	3	2	1	1	2	3	3*	1	13E.In Administration. 13G,H.By instruction. 13I.Bookstore. 13J.Informal policy-no unauthorized copying. 13K.Acctg. instructor.
900P	1	0	1	0	1*	0	0	0	0	0	3*	0	13K.Provided by Telecommunications.
916	1	3	2	3*	1*	2*	3*	3*	2*	0	0	3*	13E.In Administration. 13K.By computer specialist.
917	3	3	3	3	3	3	3	3	3	3	3	3	13A.Some film rental avail via TR Ctr. 13E,F,G,H,L.In AV Repair. 13K.In program areas.

PART X - LIBRARY/MEDIA SERVICE LEVELS

ADMINISTRATIVE SERVICES

DIST NR	14-A	14-B	14-C	14-D	14-E	14-F	14-G	14-H	14-I	COMMT14
001	1	1	3#	2	0	0	0	0	3	14A.Libr=0;Media=2. 14B.Libry=2;Media=0. 14C.Libry policies done by MCC & Mpls Pub Schls. 14D.Lib=3;Media=1.
011	2	2	3	3	3	3	3	3	1	
022	2	0	1	1	0	3	1	3	1	
031	0	0	0	0	0	0	0	0	0	
077	2	2	2	3	3	3	3	3	1	
152	0	0	0	0	0	0	0	0	0	
181	0	0	0	0	0	0	0	0	0	
206	2	2	3	3	3	0	3	0	1	
241	0	0	1	1	0	2	3	0	1	
256	2	1	2	1	0	2	2	0	1	
287N	2	2	2	1	1	3	3	3	3	
287S	2	2	2	3	0*	0*	3	1*	3	
347	2	0	1	1	0	3	3	0	1	
423	3*	2	1	2	0	3	3	0	1	14A.Computerized by Adminst.
492	2	2	2	3	1*	2	3	3	1	14E.Administrative scty handles room scheduling.
535	2	2	3	3	3	3	0	3	1	
564	0	0	0	0	0	0	0	0	0	
578	2	2	1	1	0	2	3	0	1	
595	2	3	3	3	3	3	3	3	3	
625	1,2	3	2	1,2	0	3	3	1,3	3	14A.Lib=1. 14C.Not written. 14D.Lib=2. 14H.Lib=3. Other # is media level.
656	2	2	3	3	3	3	3	3	3	
697	0	0	0	0	0	0	0	0	0	
701	0	0	0	0	0	0	0	0	0	
709	3	2	2	3	3	3	3	3	3	
742	3	1.5	3	3	3	3	3	3	3	
793	2	1	2	0	0	3	3	0	0	
819	0	0	0	0	0	0	0	0	0	
861	3	2	2	0	3	3	3	0	1	
900C	0	0	0	0	0	0	0	0	0	
900G	0	0	0	0	0	0	0	0	0	
900J	0	0	0	0	0	0	0	0	0	
900P	0	0	0	0	1	2	0	0	0	
916	0	0	0	0	0	0	0	0	0	14A.No professional library/media specialist.
917	2	2	3	3	3	3	3	3	3	

PART X - LIBRARY/MEDIA SERVICE LEVELS

FACILITIES

DIST NR	15-A/SQFT	COMMT15
001	0,3#	AV (MTI) = 560 sq. ft. - 0 level. Lib (MCC) = 32,400 sq. ft. - 3 level.
011	1	
022	0	1443 sq. ft.
031	0	380 sq ft
077	1	6534 sq. ft.
152	0	Info. Ctr. space will be available after Phase I construct. is completed in FY90.
181	0	1033 sq. ft.
206	0	3600 sq. ft.
241	1	A new library/media facility will open in FY90.
256	0	3800 sq. ft.
287N	2	8509 sq. ft.
287S	1	5657 sq. ft.
347	0	Current area-1000 sq ft. New library in new construction request (not yet funded).
423	0	
492	0	
535	2	9696 sq. ft.
564	0	
578	0	1380 Sq. ft. Total
595	0#	Current total sq.ft. for library constructed 1985 is 2016.
625	0	2844 sq. ft.
656	0	2032 sq. ft.
697	0	New space for Media is 1089 sq.ft.
701	0	644 Sq. ft. Total
709	0	1600 sq.ft. represents the area for AV/Media only.
742	1	5268 sq. ft.
793	0	No library space at present.
819	0	
861	0	The total area for Facilities is 1985 sq. ft.
900C	0	15A.5 Indiv. program have 928 sq. ft. for mtls., study & reference area in prog areas.
900G	0	
900J	0	
900P	0	
916	2.5	
917	1	5040 sq. ft.

PART X - LIBRARY/MEDIA SERVICE LEVELS

STAFF

DIST NR	16-A	16-B	16-C	COMMT16
001	1	.4	1	
011	1	1	1	
022	.8	0	0	
031	0	1	0	
077	.8	1	1	16A.As of 12/1/88 professional staff 4 days a week - will be full time next year.
152	0	.3	0	.33FTE cler. supports AV equipmt invent/circ. Adminst. plans to add libn. by end FY89.
181	0	1	1	
206	.9	1	0	
241	0	0	.5	
256	1	1	0	16A.Professional staff person also handles GED, Vocational Equity, School newsletter.
287N	.4	2	3	
287S	.4	2	3	
347	.9	0	0	.85FTE Prof. staff needs clerical & technical support to provide adequate service.
423	0	0	1	16C.Technical staff at 1.13 FTE-no clerical or professional.
492	.2	0	0	
535	.8	1	.7	
564	0	0	0	
578	0	0	.3	
595	.7#	.6	0	16A.Current profess. staff is 6hr/day(.71FTE). 16B.Cler. staff is 6.5hrs/da(.6FTE).
625	.2	2	2	
656	1	.5	0	
697	0	0	0	Special Needs Coordinator provides AV Services.
701	0	0	0	
709	1	1	1	
742	1	1	0#	16C.Technical staff greatest need for AV acquisitions, distrib., maint. & production.
793	.5	0	0	
819	0	0	0	
861	0	0	0	AV Equipment distrib/maintain. as well as graphics is staffed .2FTE by Marketing Dir.
900C	0	.6	0	
900G	0	0	0	16A.SWSU is providing prof libn, lib tech assist for basic lit collection development activity.
900J	0	.5	0	
900P	0	.3	0	
916	0	3	1	
917	1	1	1	

PART XI - TECHNICAL COLLEGES USING OTHER LIBRARY FACILITIES AND SERVICES

DISTNR	QUEST#1 "Does the other library collection support the curriculum?"
001	Yes. Commercial foods, Aviation, Auto, Commercial Art, Architecture, Nursing, Electronics, & Jewelry. Mpls. Comm. College.
011	Anoka Ramsey Community College. Occupational Therapy, Medical Records, Aviation, History, Gen. Ed.
031	Bemidji State University. Yes, nursing & related science.
152	
181	Brainerd Community College. Unknown.
347	Willmar C.C. generally does not support the TI curriculum. Some nursing periodicals may support PN programs. Five AAS (Acctg, Agbus, Secretarial (Legal, Med, Adminst) may also be supported.
492	Austin C.C. library does not support the TI curriculum, altho it serves TI students enrolled for Gen.Ed. classes. It has general interest, human relations, mgmt training materials.
535	Rochester Community College. In some instances. RCC also has nursing and secretarial programs.
564	Thief River Falls Community College. PN program is supported. Business programs are supported to a limited degree. T & I is not supported.
697	Mesabi Community College. No.
701	Hibbing Community College. No.
709	University of Minnesota-Duluth. Unknown.
819	
861	Winona State U-formal agreement, signed in 1988. St. Mary's has unwritten agreement.
900G	Southwest State University.
900J	Worthington CC. Just General Ed courses.
916	Lakewood Community College. Joint programs only - Micrcomputer Spec., Electronic Technician.
917	Inver Hills Community College.

PART XI - TECHNICAL COLLEGES USING OTHER LIBRARY FACILITIES AND SERVICES

DIST NR	QUEST#2 "Who does collection development for the Technical College?"
001	The Media Specialist for Minneapolis TI.
011	
031	None
152	
181	
347	Wilmar TI Media Specialist does collection developmt.
492	Austin TI Library staff does limited collection development, but has minimal budget.
535	RTI Librarian.
564	No one
697	
701	No one
709	
819	
861	No one
900G	Granite Falls TI has contracted with Southwest SU for collection development of a reference, gen ed & general interest periodical collection.
900J	
916	Instructors
917	

PART XI - TECHNICAL COLLEGES USING OTHER LIBRARY FACILITIES AND SERVICES

DIST NR	QUEST#3 "What funds does the TC provide to the other library?"
001	Provide 1 PT librarian, pt. time clerical and funds for 1/3 of OCLC costs.
011	
031	None
152	None
181	None
347	No funds are provided by Wilmar TI to Wilmar CC for library services.
492	No formal agreement exists between Austin TI and Austin CC for use of library resources. No funds are paid.
535	None
564	None
697	None
701	None
709	None
819	
861	None-part of Tri-College Agreement. A.A. Plastics Composites Programs-Gen. Ed. taught by Winona St. Instructor
900G	The agreement involves proposed amounts of $4000 for reference collection, $2500 for periodicals, $1500 for general collection, $500 for cataloging, & $1500 for professional &
900J	
916	None
917	None

PART XI - TECHNICAL COLLEGES USING OTHER LIBRARY FACILITIES AND SERVICES

DIST NR	QUEST#4 "What services are provided by the other library? By the TC?"
001	
011	
031	None
152	
181	
347	
492	
535	
564	
697	
701	
709	
819	
861	
900G	none
900J	
916	
917	

PART XI - TECHNICAL COLLEGES USING OTHER LIBRARY FACILITIES AND SERVICES

DIST NR	REF/OTHER	REF/TI	CIR/BKS/OTHER	CIR/BKS/TI	CIR/PER/OTHER	CIR/PER/TI	ILL/OTHER	ILL/TI
001	x		x		x		x	
011								
031	x		x		x			
152								
181								
347	x		x	x	x	x	x	
492								
535	x	x	x	x		x		x
564	x		x		x		x	
697								
701								
709								
819								
861								
900G				x		x		
900J								
916								
917								

PART XI - TECHNICAL COLLEGES USING OTHER LIBRARY FACILITIES AND SERVICES

QUEST #5 " What evidence is there that TC students use the other library?"

DIST NR	AVSTA/OTHER	AVSTA/TI	COMPACCESS/OTHER	COMPACCESS/TI	5-A/CIRREC	5-A/ILL	5-A/REFTRANS
001	x			x	x	x	
011							
031			x				
152							
181							
347		x		x			
492							
535	x	x		x			
564	x						x
697							
701							
709							
819							
861							
900G							
900J							
916							
917							

PART XI - TECHNICAL COLLEGES USING OTHER LIBRARY FACILITIES AND SERVICES

QUEST #6 "How is the service communicated to students?"

DIST NR	5-A/SPECOLL	5-B/COUNTS	5-B/CIRTRANS	5-B/ILL	5-B/REFTRANS	6-HNDBKS	6-FLYER	6-BROCH
001				6		x		
011								
031						x		
152								
181								
347								
492								
535								x
564								
697								
701								
709								
819								
861								
900G								
900J								
916								
917							y	

PART XI - TECHNICAL COLLEGES USING OTHER LIBRARY FACILITIES AND SERVICES

DIST NR	6-ORIENT	6-INSTR	6-OTHER
001	x	x	
011			
031	x	x	
152			Instructors
181			None
347			
492			
535	x		
564			None
697			
701			Instructors
709	y		Instructors
819			
861			
900G			
900J			
916			TRC staff
917			

PART XI - TECHNICAL COLLEGES USING OTHER LIBRARY FACILITIES AND SERVICES

DIST NR	CMNT
001	5A.Other-direct referral. See attached for agreement between MTI & MCC.
011	Anoka Ramsey C.C. library provides access to TI students in cooperative programs and general public patrons with a library card.
031	See attached. Allows BSU library privleges to AAS students, nursing students & other students upon request.
152	"TI students with ID's can use Concordia and MSU libraries". Keith Togstad. There is no written agreement.
181	There is informal agreement with BCC for BTI students to use the library.
347	There is no formal or written agreement between Willmar Community College and Willmar TI.
492	Austin CC has open door policy.
535	
564	Gentleman's agreement that TI students can use CC library. 20-30 cards/yr are issued to Thief River Falls TI students.
697	An unwritten informal agreement allows Eveleth TI students to use the Mesabi Comm.College library.
701	No written agreement. Informal agreement-Hibbing TI show ID cards for use of Hibbing CC.
709	No contract exists. There is an unwritten agreement with UofM-Duluth to provide library services to DTI students.
819	Wadena TI is in the process of exploring delivery of library/media service to the TI via the local public library system.
861	There is a written agreement between Winona TI and Winona State University which allows borrowing, but no interlibrary loan or database searches by TI students.
900G	See attached service contract.
900J	Informal agreement with Worthington C.C. for support of AAS Gen Ed courses.
916	
917	Dakota County TI & Inver Hills CC have a cooperative library resource sharing agreement, begun December 1984 between librarians. See attached.

APPENDIX E
Library Media Staff Job Descriptions

COMPOSITE LIBRARY MEDIA STAFF JOB DESCRIPTIONS

The inclusion of representative job descriptions for the staff of a Library Media Center is intended to further clarify and differentiate the scope of activities and responsibilities of Professional, Technical, and Clerical staff.

The following job descriptions were created from actual job descriptions collected from Technical College Library Media staff during the survey.

Professional Library Media Specialist(s)

(These responsibilities may be carried out by more than one professional, especially if service level are at Level Two or Three of the Guidelines for Library Media Services.)

This position is for planning and administering or coordinating all library media related activities within the Technical College. This includes developing, acquiring, and managing a collection of print and non-print materials that supports the curriculum, as well as acquiring and managing audio visual equipment, computer hardware, and other instructional technology, such as satellite receiving systems and interactive video. It also includes supervising the Library Media Center staff, providing information (reference/database searching) services to staff and students, teaching information retrieval skills, and providing research assistance in the program development and planning process of the Technical College.

Major Responsibilities

1. Evaluate and select print and non-print materials for the Library Media Center collection.
2. Assist instructional staff in the development of the curriculum, especially in the areas of locating instructional materials, curriculum guides, and up-to-date information.
3. Develop and recommend budget requests for the Library Media operation.
4. Supervise the acquisition of instructional materials and equipment.
5. Catalog all instructional materials and organize these records in a central database.
6. Develop and maintain a circulation system for instructional materials and equipment.
7. Supervise maintenance, repair, and inventory of instructional materials and equipment.
8. Supervise production of audio visual resource materials.
9. Provide information services to staff and students, including reference and database searching.
10. Provide access to library networks, consortia or systems and cooperate in their development.
11. Instruct students in information retrieval skills, including orientations and direct instruction in conjunction with classroom assignments.
12. Teach instructional staff how to evaluate, select and use information and materials; provide in-service for staff on AV equipment and new instructional technology.
13. Communicate with staff and students about Library Media Center resources/services via meetings, newsletters, surveys, etc.
14. Monitor trends and developments in library, media and instructional technology. Evaluate and facilitate appropriate use of new technologies, and educate instructional staff in their potential use.
15. Serve on appropriate Technical College committees, such as Staff Development and curriculum. Attend local and state library/media meetings.
16. Research, plan, recommend and implement automation of the Library Media Center functions.
17. Plan and recommend facility/space needs.
18. Coordinate regional telecommunications effort.
19. Provide research assistance to institutional and program development in the Technical College.

Library Media Technical Specialist
(AV Maintenance, Production, Telecommunications)

This position provides technical assistance in the areas of AV equipment/software repair and maintenance, AV production, and telecommunications technologies, such as satellite and interactive video.

Major Responsibilities

1. Provide preventative maintenance and repair of audio visual equipment. Refer major repair of AV equipment and computers to District Repair or outside vendor.
2. Repair AV software.
3. Maintain and conduct periodic inventory of all AV and related equipment.

4. Maintain an inventory of audio/video maintenance and production supplies.
5. Provide in-service on use of AV equipment and basic production skills to staff and students.
6. Demonstrate, request quotes, and order AV equipment for program instructors. Provide technical information.
7. Work with instructors, administrators and students in the planning and production of all visual and audio materials, including video for instruction and promotion.
8. Produce/direct AV materials. Write scripts. Photograph (35mm & video), narrate, edit. Coordinate graphics.
9. Perform off-air taping of broadcast, cablecast, and satellite television programs, adhering to copyright guidelines.
10. Provide technical assistance before and during Technical College satellite teleconference offerings.
11. Provide duplication services for all audio visual formats.
12. Deliver and set-up AV equipment, including sound system, to classrooms and auditorium, when necessary.
13. Supervise workstudy students assigned to AV area.
14. Attend regional and state library/media meetings.

Library Media Secretary(ies) or Aide(s)

(These responsibilities may be carried out by more than one clerical staff person, especially if service is being provided at Level Two or Level Three as defined by the Guidelines for Library Media Services.)

This position provides support in the day to day operations of acquisitions, receiving, cataloging, maintenance, inventory, circulation and utilization of instructional materials and equipment in the Library Media Center.

Major Responsibilities

1. Provide assistance to students and staff (continuous program and extension) in locating and retrieving library materials and in utilizing audio visual equipment.
2. Under the supervision of the Library Media Specialist, maintain files and records to the circulation process, including:
   a). Check in and out print and nonprint materials and audio visual equipment. b). Carry out an annual inventory of all instructional materials. c). Retrieve missing materials via correspondence. d). Compile data on circulation activities. e). Shelve instructional materials.
3. Maintain files and records relating to the periodical collection, including:
   a). Check in and route of magazines to instructors. b). Prepare and send claims for missing magazines. c). Order all magazines for the college. d). Maintain computerized files of all Media Center periodicals.
4. Send MINITEX requests, and maintain all interlibrary loan records, including materials loaned from the college.
5. Daily download electronic mail and route.
6. Supervise work study students assigned to the Library Media Center.
7. Order, receive and process all instructional materials; maintain records relating to these materials, including typing and filing of order cards, requisitions, or maintaining electronic acquisitions database.
8. Verify all instructional material orders before sending them, and do follow up on orders not received.
9. Process, type and send copyright duplication permission requests, and maintain record of responses.
10. Assist in the cataloging process; search for catalog records for new materials, and retrieve them, using OCLC, Marcfiche, Mitinet, etc. Verify that correct catalog cards or electronic records are received.
11. Complete annual statistics report for all instructional materials acquisitions and cataloging.
12. Maintain records of all warranty and registration information for computer software ordered.
13. Process all materials withdrawn from the collection.
14. Maintain bookkeeping records for Library Media Center instructional materials, supplies, equipment, purchased services, and travel.
15. Maintain file of commercial instructional material catalogs.
16. Receive requests for rental films. Order, receive and return rental films. Maintain records.
17. Answer telephones; provide secretarial assistance to Library Media Center staff by typing, copying. etc.